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ABSTRACT

This guide presents policies and procedures of the Student Support Services Program at Wichita State University (Kansas) that are designed to serve the special needs of limited-income and first-generation college students. Part 1, an overview of policy, includes the program's mission statement, a statement of principles, general guidelines concerning staff time and use of resources, and a statement of program goals and objectives. Part 2 describes the program's staff component, including job descriptions and sample job performance agreements for project staff, as well as an explanation of the time commitment of key project staff. Part 3 presents policies and procedures of the tutorial and training component. Subsections address policies and procedures for tutors, hours of tutoring, tutor training, student-tutor contracts, tutor responsibilities, mid-semester conferences, and continuous rehiring. Part 4 details policies and procedures for administering and awarding seven specific scholarship programs. Part 5 covers the educational activities and communication component. Subsections address the educational enrichment workshop, study skills advocacy, textbook library loan program, typewriter and computer use, the cultural spring fling, and computer equipment. The final section, part 6, is on the tracking and evaluation component, with subsections on database files, transcript analysis, evaluations, monthly reports, and the U.S. Department of Education performance report. (DB)

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Student Support Program - Policies & Procedures Manual

Deema de Silva, PhD.
Director

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Part 1

Policy Overview

Mission Statement

Operational & Unifying Principles

Utilization of Program Resources

Being a Professional Staff Member

Staff Time

Staff Projects

Program Goals and Objectives

Mission Statement

Student Support Services (SSS) provides limited income and first generation college students with a multiplicity of academic support services enabling students to persist and graduate from Wichita State University.

The Program provides an interconnected series of academic support services: study skill development to achieve academic success, peer tutoring to master course content, academic and personal counseling to build confidence, degree planning with intentionality for student graduation, enter graduate or professional school.

Operational and Unifying Principles

- Promote academic achievement
- Respect people of all cultures
- Empower one another
- Foster growth in self-esteem
- Encourage open communication
- Reserve the right to be human
- Exercise team leadership
- Achieve goals through quality management
- Promote personal and professional development

Being a Professional Staff Member

1. Staff members who have concerns should express these concerns during staff meetings. Everyone could then interact and discuss it at this time. A solution should be the goal of discussion. A staff member may bring the concern to the attention of the Director prior to the staff meeting, and then present it for discussion during the meeting.

2. Monthly staff meetings are held at regular intervals. The purpose of these meetings is to plan, and implement successful strategies to assist our students. When there are matters that must be brought up to facilitate the work of one staff member which is relational to another, it should be openly discussed so that the Director can facilitate the smooth operation of the work in the office.

3. Staff members must obtain the Director's approval on any new policies or changes they make in each component. This is especially critical if it impacts the budget. The Director is also the Budget officer of the Program accountable to follow federal, state and university guidelines for expenditures.

4. The Staff member who is in charge of each component makes independent decisions, using his or her best professional judgement. This freedom for decision making has accountability. The decisions for change or improvement must be made such that a Student Support Services student would receive quality service as a consequence of the change. The details of changed strategies do not need approval of the Director. However, the Director must be kept informed of all the details, either through e-mail or verbally.

Utilization of Program Resources

1. To safeguard confidentiality and enhance security, student and personnel files will remain under lock and key after office hours. Only professional staff and other authorized personnel will have access to student files. The last staff person to leave the office will check to see if these file cabinets are properly secured.

2. Use of copy machine is restricted to only professional staff and student assistants under the direction of staff.

3. Computers in rooms 310, 311, 312, 313 and typewriters are only for professional staff members. Other computers and a typewriter are available for students, the usage of which is to be documented in the Computer Usage Log.

4. Only Professional staff have access to the refrigerator and microwave oven. Both appliances are to be cleaned after each use and staff members will not leave unclean dishes and/or utensils around the area. These items must be cleaned immediately and put away properly.

5. Food or beverages under no circumstances should be consumed near computers, typewriters, or telephones.

6. Telephones are designated only for the use of each staff member. The telephone in Room 314 can be used by student assistants and tutors for official use:
   (a) Personal calls on this telephone should be limited to 5 minutes.
   (b) No personal messages can be conveyed to students, student assistants or tutors using the Program telephone numbers.

Staff Time

1. Classified and unclassified staff will comply with State of Kansas and Wichita State University policies and procedures according to the WSU faculty handbook. Amendments and policies are continuously issued.

2. Staff lunch hours will be staggered between 11:30 a.m. to 1:30 p.m. There should be one staff member in the office at all times. Time schedule adjustments to cover emergencies, conferences, and Tutor-Student-Counselor Conferences, should have Director's approval.

3. Absence from the office for meetings, campus visits, Forum Board Lectures, etc. must be approved by the Director. As a requirement, time out of the office will be limited to two (2) occasions per week during office hours.

4. Requests for vacation leave of a week or more must be received by the Director at least two (1) month in advance; leave for less than a week must be approved at least a month in advance. Each staff member should take at least two weeks vacation every year.

5. In case illness prevents a staff member from performing any portion of an assigned duty on a working day,
   1. Call Director at home or office; or inform Director through the Student Support Services office.
   2. Upon return, a memo to the Director must be submitted indicating the date of absence and how much time was taken off.

6. When it is necessary to schedule appointments with a physician for medical tests, discuss the dates with the Director prior to making the actual appointment. Unless it is an emergency, annual leave should not be requested on the same day as the scheduled medical appointment.

7. According to the proposal written to the United States Department of Education, each staff member is committed to 100% of his/her time on the job. Therefore, in the event that a staff member would like to take a course at WSU, the staff member must obtain written approval by the Director.

8. The Director's approval must be obtained before staff may accept committee assignments, serve on interview boards, or any WSU time commitment for any WSU activity other than program related work.

9. It is possible for all Program Counselors to be out of the office for training opportunities, provided arrangements have been made with the Director's knowledge.

10. Counselors will not provide personal counseling to their "friends" but make referrals to other offices for counseling.

Staff Projects

1. Staff members will consistently document their projects in the "Staff Projects" notebook available in Room 315.

2. Continuous improvements implementing the TQM philosophy of the Program are to be documented on the "Upgrading the Quality of Services at Student Support Services" form and filed in the three ring binder in Room 315.

3. Staff will document all professional development training, and submit reports to the Director. The reports will be included in the annual Overview and Performance Report.

SSS PROGRAM MEASURABLE GOALS & OBJECTIVES -Grant Period: 1997-2001

The WSU-SSS Program's objectives are the ultimate measure of success of Program performance. The following objectives relate to the Purposes of the WSU Student Support Services Program stated in Subpart A - General: Sec. 646.1. Purposes/Goals and Objectives are ambitious but attainable through the efforts of a well qualified WSU-SSS Staff, and planned services within each budget period of the grant year. In the following section, are Purposes/Goals. Purpose and Goals are used synonymously.

PURPOSE/GOAL: "INCREASE THE RETENTION AND GRADUATION RATES OF ELIGIBLE STUDENTS."

OBJECTIVE 1: Serve 250 low-income, first generation college students, or students with disabilities each grant year.

1. **Need met:** providing services to 250 students, from a pool of over 8,000 eligible students at the institution, in order to improve and impact on the number of students persisting and graduating. Statistics show 56.7% of enrolled students as eligible for SSS services.

2. **Success measured by:** documenting that the required number of students are enrolled and tracking their progress through the use of the Current Student Database.

3. **Reason ambitious and attainable:** the project provides systematic, intensive, planned services after assessment of student's individual needs (all Program services are offered to students). To provide intense services to a larger number of students would require more staff and funding. It is attainable because the consistent achievement of measurable goals and objectives through services provided over the past 25 years with a group this size has been effective. Program resources continue to be harnessed for maximum use to positively impact the retention and graduation rate of the 250 participants.

OBJECTIVE 2: Tutor at least 80% of students requesting tutorial assistance; a minimum of 65% of students completing a tutored course will achieve a C grade or better.

1. **Need met:** tutoring meets academic needs identified through the findings of the survey "Academic and Other Problems Encountered by Wichita State University Undergraduate Students - Spring 1996." For example, 1) perceived as incapable of learning due to lack of skills; 2) lack of one-on-one tutorial support on campus; 3) no support groups for academic encouragement. Tutoring has continued to be a service in high demand.

2. **Success measured by:** comparing the number of students who received tutoring during the grant year with the number of students who requested tutoring. This information is tracked through the Tutored Students Database. In addition, transcripts are obtained from the Registrar at the end of each semester to record grades for tutored courses to determine those who have achieved a grade of 2.0 or better. The course grade is entered into the Tutored Students Database and imported into the Current Student Database to determine the impact of tutoring on a student's grade point average.

3. **Reason ambitious and attainable:** the institution does not provide one-on-one tutoring programs. However, during limited hours, group tutoring is available university wide through the Math Lab. Students can request tutoring in a wide range of subject areas; this requires a large qualified tutorial staff. The Program provides one-on-one tutoring to approximately 150 students (60% of the total SSS population) during the grant year with a limited tutoring budget. This represents 60% more than what the university is able to provide eligible unserved students, thus making it quite an ambitious undertaking. Realistically not all requests for tutoring can be fulfilled by the SSS Program especially upper level courses. Tutorial services are geared towards achievement of basic and advanced skills which makes this objective attainable. Evaluation feedback from students helps to improve the

effectiveness of tutoring. A highly qualified staff with tutoring expertise in courses needed by students make this objective attainable. During the 1996 year, the Program provided tutoring for 23 different courses.

OBJECTIVE 3: At least 60% of Program students, who have not graduated by the end of the grant year, will remain enrolled at the university; at least 70% of Program students will achieve the minimum institutional academic standards.

1. **Need met:** eligible unserved students at the institution have only an average retention rate of 52%. This low retention rate shows a need for services through the SSS Program. In order to remain at the institution, students must maintain minimum institutional standards. The need exists to assist students by providing tutorial support, workshops to improve GPA, an encouraging environment, and counseling activities in order to earn and maintain high grades.

2. **Success measured by:** using fall-to-fall enrollment statistics and student transcripts from the Registrar, the Program documents the percent of students graduating, remaining at the institution and academic performance. An analysis of final Grade Point Averages to determine academic standing and a review of the list of graduates, is completed by the Statistician to determine student success and performance.

3. **Reason ambitious and attainable:** the institution's retention of all students is approximately 67% according to the university's North Central Association Self-Study Report, September 1996. An average of 52% of eligible unserved students are retained. The Program's proposed 60% is ambitious in that it is 18% higher than the average for eligible unserved students. This is close to the institution's retention rate for all students even taking into consideration that eligible students maintain minimum institutional standards, a challenge for under-prepared college students. Students often must balance work, family and finances thus having many reasons for withdrawing from the university. This is an attainable objective because qualified staff members will follow-up

and follow through in contacting, counseling, and making Program resources available to students challenged by a variety of problems. The Program's services are important in the retention of students and their remaining in good academic standing.

OBJECTIVE 4: Each year, at least 45% of the seniors in all cohort groups who have applied for graduation will receive a baccalaureate degree.

1. Need met: addresses the low average graduation rate of eligible, unserved students at WSU (28.5%) and the need to provide services and activities that are designed to assist seniors in all cohort groups of SSS participants to meet graduation requirements and apply for graduation. Assistance is provided for all aspects of completing course work to ensure success for graduation and preparation for graduate study.

2. Success measured by: comparing the number of Program students who apply to graduate each semester and the number of Program students who successfully complete their coursework and receive a baccalaureate degree.

3. Reason ambitious and attainable: the North Central Association Self-Study Report, September 1996, reported a total WSU graduation rate of only 20.4% in five years and 28.5% in six years. The Program's objective to assist 45% of SSS seniors eligible to graduate is ambitious, because it is 24.5% over the institution's rate for five years. This objective is attainable because the SSS Program staff provide a multiplicity of services such as utilizing the "Computerized Degree Audit" to advise seniors on the completion requirements of their degree plan contained in their SSS student file, tutoring to assist seniors in completing their final course requirements, and assisting seniors to complete the application for graduation.

PURPOSE/GOAL: "FOSTER AN INSTITUTIONAL CLIMATE SUPPORTIVE OF THE SUCCESS OF LOW INCOME AND FIRST GENERATION COLLEGE STUDENTS AND INDIVIDUALS WITH DISABILITIES THROUGH SERVICES SUCH AS THOSE DESCRIBED IN SEC.646.4."

OBJECTIVE 5: Plan, organize and execute the 19th through 23rd Annual Cultural Spring Fling each May, to impact student development and foster a positive institutional climate.

1. **Need met:** students perform better academically when their environment is conducive to growth and development. Students identified issues such as; lack of opportunities to integrate into the mainstream campus culture, no support groups for emotional encouragement, and social events and activities dominated by sororities and fraternities, as problems they encounter. The Program services impact their development and foster a positive climate on the campus.

Wichita State University is a midsize institution in the middle of the United States that has individuals from many cultures. An improved understanding of the institution's other cultures influences the academic performance of students. There is a need for college students to experience and have the opportunity to celebrate other cultures and gain an awareness of the variety of cultures represented on a college campus and the larger society.

2. **Success measured by:** holding the Annual Cultural Spring Fling, documenting on video tape and in a report completed by the coordinator of the component and the planning committee.

3. **Reason ambitious and attainable:** the institution has a continuously changing environment and is viewed by eligible students as non-receptive to their needs. Therefore, organizing, advertising, producing and involving students in a large campus-wide event such as the Annual Cultural Spring Fling is an ambitious undertaking. This activity impacts the academic and personal development of students, thus making them feel positive about their environment. This objective is attainable because of the longevity of the event and the traditions that the Annual

Cultural Spring Fling has established to promote the cooperation and collaboration of various campus offices and individuals. This helps everyone feel good about their contributions.

OBJECTIVE 6: Award a minimum of 21 scholarships endowed by community benefactors, and scholarships received through institutional avenues.

1. **Need met**: the need exists for first generation, low income and disabled students to experience recognition for their success in college. Receipt of a scholarship builds confidence, inspires, motivates and encourages a student to achieve further academic excellence. Students identified limited financial resources and unawareness of available scholarships as a problem they encounter at the institution.

2. **Success measured by:** the number of scholarships that are awarded to eligible students each grant year and the number of individuals who continue to identify endowed scholarships for Program participants.

3. **Reason ambitious and attainable:** this objective is ambitious because it is difficult to obtain scholarship monies demarcated only for first generation, low income and disabled students. The institutional endowment association receives donations for the college. Approaching individuals to identify funds for Program eligible students is governed by rules established by the university. Therefore, specific arrangements must be made to attract new scholarships and donors. It is attainable because the Program Director has acquired the assurance of scholarship support through endowed scholarships, Program scholarships, and institutional scholarships awarded only to SSS Program students.

PURPOSE/GOAL: "THE EXTENT TO WHICH APPLICANT HAS MET THE ADMINISTRATIVE REQUIREMENTS--INCLUDING RECORDKEEPING, REPORTING, AND FINANCIAL ACCOUNTABILITY."

OBJECTIVE 7: Complete the 19th through the 23rd Annual Program Overview and Performance Reports containing detailed descriptions of all Program activities, outcomes, events, workshops and the completion of projects across the Program's three components; and

OBJECTIVE 8: Ninety (90) days after the Program's Grant Year, complete the required annual USDE Performance Report.

1. **Need met:** these two objectives meet the administrative requirements for effective and efficient recordkeeping. The completion and printing of an accountability report and the USDE Performance Report documenting all Program activities show the impact and success of the Program.

2. **Success measured by**: the outcome of these objectives are measured by the ability to maintain and obtain valid, reliable, information in the Program's databases. Each staff member's regularly scheduled documentation and updating of information is used to produce quantitative and qualitative data. It is also measured by the completion of the reports at the end of each grant year. The Program and USDE reports include outcome, process and performance measures on the SSS Program.

3. **Reason ambitious and attainable:** these objectives are ambitious because of the recordkeeping required for nine databases and documentation of all aspects of the Program. The Annual Program Overview and Performance Report is over 150 pages and documents all activities of the Program for the grant year. The USDE Performance Report contains quantitative and qualitative information maintained throughout the grant year for evaluating the success of the outcome objectives. The objective is attainable because the SSS Director and staff are committed to accountability, will maintain adequate computer equipment, receive continuous training on new software, continually collect and input data, and use Program databases to evaluate the objectives.

Part 2

Staff Members

Director of Student.Support Services

Assistant Director/Coordinator of Tutorial and Training Component/Program Counselor

Coordinator of Communication and Enrichment Activities Component/Program Counselor

Coordinator of Tracking and Evaluation Component/ Statistician/Program Counselor

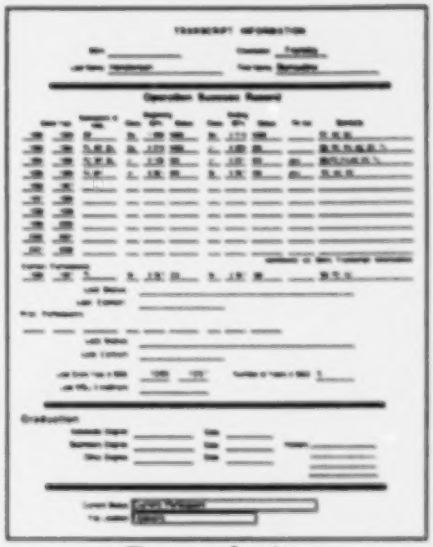
Secretary

Student Assistants

Non-Discriminatory Employment Practices

The time commitment of key project staff

The plan of the Program is designed to ensure all staff time and effort is documented in a professional and efficient manner. Program policies also adhere to the university's procedure for recording time and effort. A detailed procedure is outlined for all staff through policy and procedure records and reviewed weekly by the secretary and monthly by the director for compliance.



Example 4

Each month the Office of Research Administration produces a detailed computerized "Time and Effort Report" for all paid employees of the Program. These reports must be signed by the director and staff members signifying that the time and effort reflected is accurate. The five professional staff members work 100 percent of their time (full-time) on their jobs for the 12 months of the Grant Year. The Director, Assistant Director, Program Counselor, Statistician, and the Program Secretary follow the plan of operation and job performance expectations. Each year, staff members after documenting that all duties (assigned and checked off) have been completed on the Management Planning Calendar, sign their detailed Job Performance Agreements. It is this performance agreement that aids in the management of staff and time devoted to tasks. When the staff is clear on their responsibilities and the time required to perform these responsibilities, the students get quality assistance.

The specific plans for financial management

The Program has a written fiscal management plan that has been approved by the Assistant Vice President, Director, and university. All approved forms and guidelines are used in all areas of fiscal management. A computerized system for fiscal accountability continues to monitor all expenditures. The Wichita State University Office of Research Administration, the Controller's Office, and the Office of Purchasing

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work in coordination to check expenditures made by all grant funded programs on the campus. The Office of Research Administration oversees the TRIO Program expenses, checks for the availability of funds, approves use of travel funds, the purchase of equipment and supplies, and that all requests for purchases meet the approved budget agreed to with the Department of Education. A clerk in the Controller's Office ensures all expenses are in keeping with legislated guidelines in the State of Kansas and university policies and procedures.

Once the SSS Program receives all approvals, items are purchased through the university central services or the purchasing office. The secretary of the SSS Program enters the purchased item and the cost into the computerized database and reconciles each week's purchases every Friday. Travel expenses are approved only after obtaining four signatures: that of the SSS Director/budget officer, the TRIO Coordinator/Budget Review Officer, Dean of College, and Vice President for Academic Affairs. Thereafter, the Director of

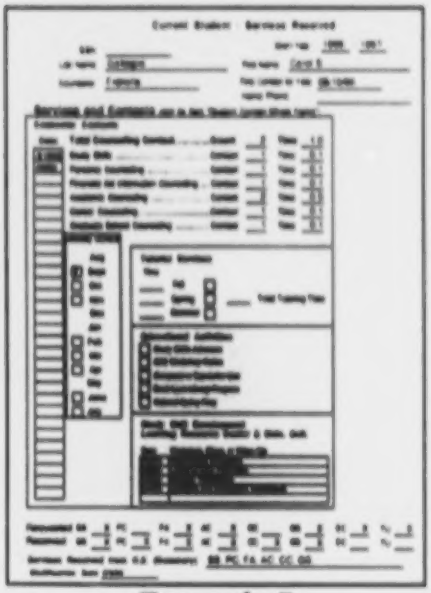
Research Administration affixes a stamp of approval that funds are available in the SSS Budget. Airline tickets are purchased through the travel agency approved by the State of Kansas.

Each month the Controller's office and the Office of Research Administration jointly send the SSS Director a departmental computer printout of the monthly expenses. This printout allows the SSS secretary to check her computerized database for any discrepancies before the monthly financial expense review meeting with the Director of SSS. All records are reconciled with all offices monthly.

Salaries of all professional and student staff are cross checked against records submitted to the Office of Human Resources and what appears on the Departmental printout. The Departmental Printout will have all expenditures on personnel and operating costs. This allows for the efficient operational management of the Program.
Student records management

The larger management plan provides for the management of student records. Student enrollment and all activities are documented efficiently and effectively. The

Tracking and Evaluation Component provides computerized documentation of information on student enrollment, income/financial aid information, grades/GPA, mid-semester grades, student demographics, SSS updates, transcript files, graduates, scholarship winners, students on Dean's Honor Roll or receiving Academic Commendation, and those on probationary status and added or dropped courses. Information is maintained and obtained through Program developed forms and sensitized through the meticulous maintenance of nine (9) computer databases. The nine (9) computerized databases allow the SSS Program to manage, track and document student progress and Program activities. The **Main Student Database** tracks all students enrolled in the Program, for ten years following their initial enrollment (Example 4). The **Current Student Database** (Example 5) tracks students currently receiving services including information on financial aid, services requested and received, and student academic progress. The **Tutored Student Database** tracks students receiving tutoring services. This shows the number of tutored sessions, the Student-Tutor contract date, the number of tutoring contacts, the courses tutored, and the grades received in tutored courses. The **Prior Student Database** tracks all prior students who are not currently enrolled in the Program including information on academic progress. The **Alumni Database** tracks alumni who continue to be in contact with the Program including degrees received and employment information. The **Tutorial Staff Database** tracks demographic information on current and prior tutors, includes the subject areas in which they are qualified to provide tutorial services. The **Budget Management Database** tracks the Program budget, including monthly expenditures. The **Textbook Library Database** tracks the donation of books and



Example 5

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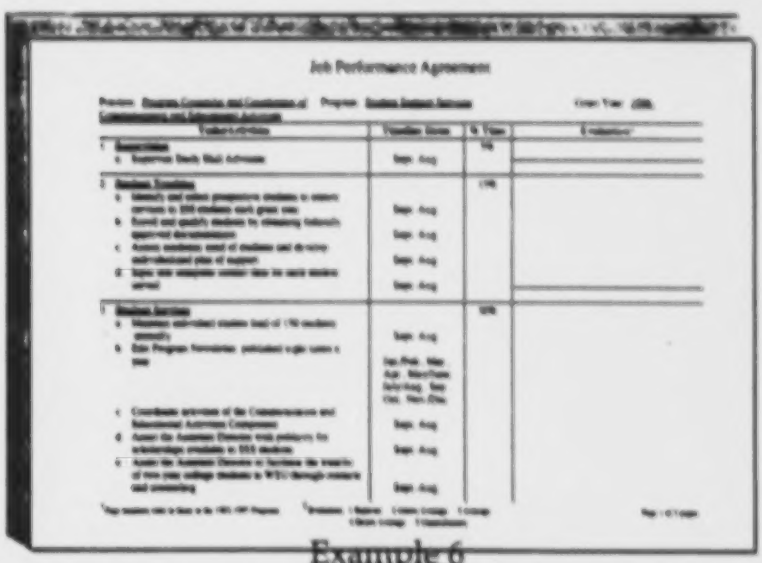
student usage.

Documentation of student activities and services provided are maintained in each student's folder, e.g. tutor contact slips, evaluations of study skills workshop attended, counselor notes. Folders are maintained for at least five fiscal years. Folders are stored in locked filing cabinets in an inner room of the SSS suite. This arrangement assures the security of confidential student information. Student records to be destroyed are shredded.

Personnel management

Personnel management includes administration of Program, activities and staff. The SSS Program's team consists of five professional staff members. Except for the secretary, the other staff members have a student counseling load as well as administer a Program Component. This approach results in a substantial workload for each staff member. Each professional staff member manages the work load as well as organizing, collaborating, communicating, advising and counseling students throughout the work day. The secretary maintains calendars for all the professional staff and puts all student appointments on the computer, while attending to daily correspondence and fulfilling secretarial duties. Prior knowledge of the number of student appointments for the day eases the preparation for student counseling and advising, removes time conflicts, manages the time of the staff member, and ensures that each student receives adequate time. The commitment and dedication of the staff are made evident by the increases in students' semester grades,


Job Performance Agreement

Example 6

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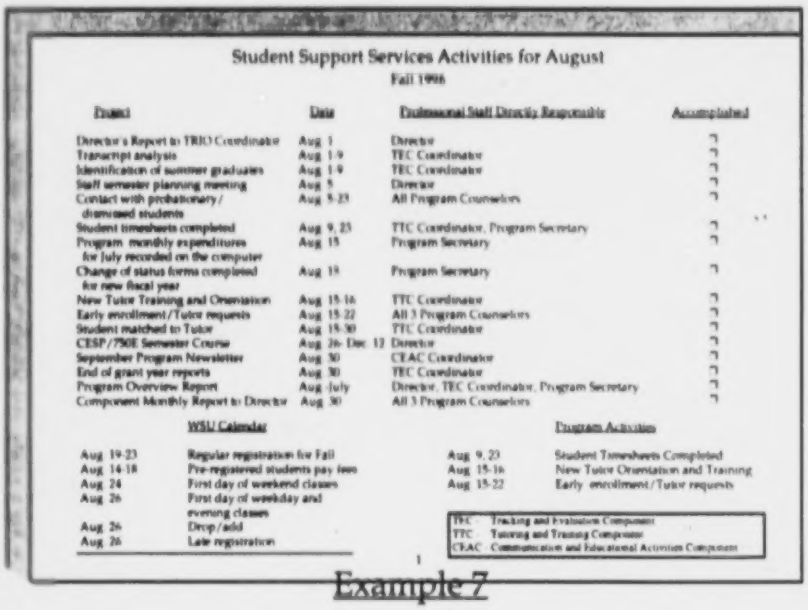
GPA's and graduation rates.

The professional staff members receive on-going feedback of their performance throughout the semester. Individual performance appraisals are conducted annually. The Assistant Vice President for Student Affairs evaluates the Director and the Director evaluates each of the professional staff members. The Job Performance Agreements (Example 6) are formulated in conjunction with the job description of each staff member, with specific assignments and responsibility for each Program activity. If a person is directly responsible for disappointing results, a negative evaluation may cost the withholding of a salary increase or a non-renewal of the annual job contract.



Student Support Services Activities for August
Fall 1998

Project	Date	Professional Staff Directly Responsible	Accomplished
Director's Report to TRIO Coordinator	Aug. 1	Director	☐
Transcript analysis	Aug. 1-9	TEC Coordinator	☐
Identification of summer graduates	Aug. 1-9	TEC Coordinator	☐
Staff semester planning meeting	Aug. 5	Director	☐
Contact with probationary/ dismissed students	Aug. 5-23	All Program Counselors	☐
Student timesheets completed	Aug. 9, 23	TTC Coordinator, Program Secretary	☐
Program monthly expenditures for July recorded on the computer	Aug. 15	Program Secretary	☐
Change of status forms completed for new fiscal year	Aug. 19	Program Secretary	☐
New Tutor Training and Orientation	Aug. 15-16	TTC Coordinator	☐
Early enrollment/Tutor requests	Aug. 15-22	All 3 Program Counselors	☐
Student matched to Tutor	Aug. 19-30	TTC Coordinator	☐
CESP/750E Semester Course	Aug. 26- Dec. 12	Director	☐
September Program Newsletter	Aug. 30	CEAC Coordinator	☐
End of grant year reports	Aug. 30	TEC Coordinator	☐
Program Overview Report	Aug.-July	Director, TEC Coordinator, Program Secretary	☐
Component Monthly Report to Director	Aug. 30	All 3 Program Counselors	☐

WSU Calendar

Aug. 19-23	Regular registration for Fall
Aug. 14-18	Pre-registered students pay fees
Aug. 24	First day of weekend classes
Aug. 26	First day of weekday and evening classes
Aug. 26	Drop/add
Aug. 26	Late registration

Program Activities

Aug. 9, 23	Student Timesheets Completed
Aug. 15-16	New Tutor Orientation and Training
Aug. 15-22	Early enrollment/Tutor requests

TEC - Tracking and Evaluation Component
TTC - Tutoring and Training Component
CEAC - Communication and Educational Activities Component

Example 7

The performance appraisal is concluded with the staff member receiving a hard copy of the documented results of the appraisal with both the director and staff members signatures. Feedback to each staff member is given at a private meeting with the Director, who summarizes the appraisal, commends the staff member for the positive contributions made, and suggests ways to further improve job performance.

The Director's Annual Management Planning Calendar (Example 7) has dates of university and Program events. Each Program event is the responsibility of a staff member. The calendar is used by the staff and Director as a guideline for setting deadlines by the Director and for the staff Annual Performance Reviews. The job tasks are clearly indicated and each staff member understands the work to be performed and

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completed each month during the year

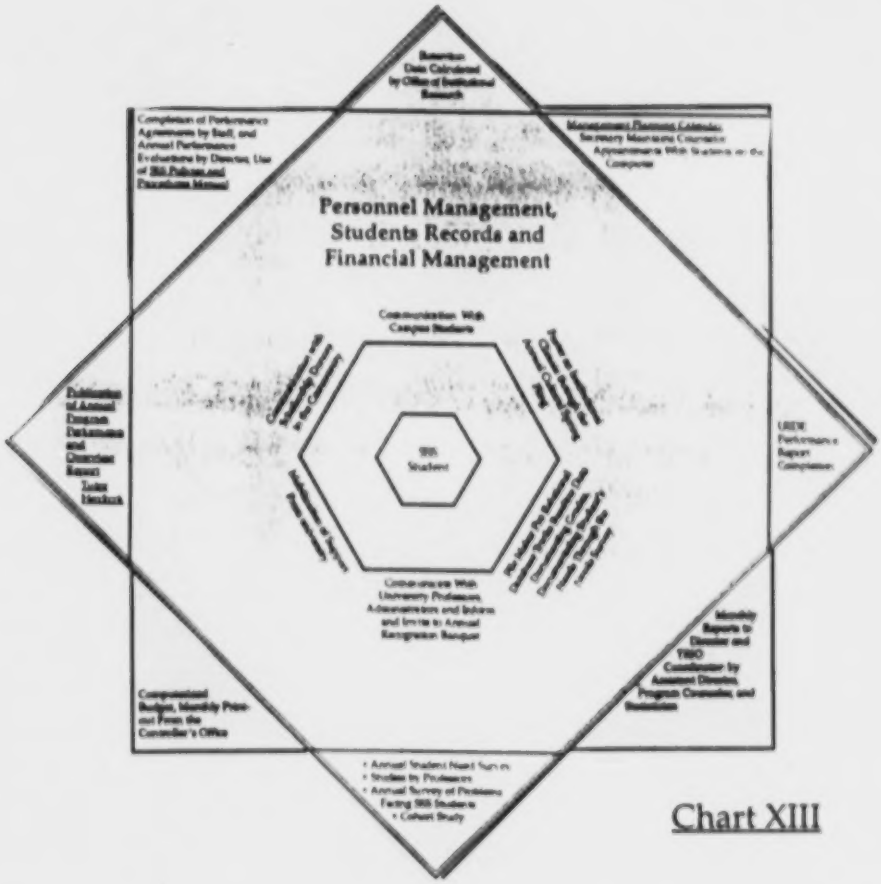

Chart XIII

Prior to each monthly staff meeting, all staff members are provided with the agenda (enabling staff members to add their concerns to the agenda). In the event that the immediate attention of the staff is needed, the matter is discussed concerning a change in the efforts to be made or to modify work procedures for the activity. Who will be responsible for activating the changes is also decided during the staff meeting. These activities allow the full staff to participate in decisions. A detailed plan has been developed to administer the Program. A team effort is made for proper and efficient operation of the Program to focus all efforts on SSS students as shown in Chart XIII.

Throughout the semester, results which were not anticipated can occur. Discussions take place to determine if there is a need for new or changed procedures and the most appropriate action to be taken. Written memoranda is provided by the Director to document modifications. During weekly meetings with the Director, each coordinator of the three components discusses relevant matters regarding workshops, training modules, presentations and other activities administered through the component.

Exit Interviews

When an professional staff member resigns or leaves the SSS program, the individual would be provided an exit interview with the Director, Unit Administrator or TRIO coordinator. The purpose is to obtain feedback on the work environment and their job responsibilities and to gather suggestions on what we can do to make this a better place to work.

Director (100% time)

The Director is responsible for the administration and management of the Program and reports to the Assistant Vice President for Student Affairs. The Director is responsible for allocating and managing resources, achieving goals and objectives of the Program, for efficient fiscal management; staff hiring; planning, coordination, and implementation of the Plan of Operation. To that end, the Director assumes the following responsibilities:

1. Select, hire, train, and supervise qualified Program personnel.

2. Conduct staff training and orientation and provide opportunities for professional development.

3. Conduct monthly staff meetings.

4. Supervise activities of the three components: the Tutorial and Training Component, Educational Activities and Communication Component, and the Tracking and Evaluation Component.

5. Establish procedures to select 250 students for Program participation, verify student eligibility, and maintain compliance with Federal requirements.

6. Organize the recruitment of students who meet eligibility requirements of the Program.

7. Ensure that the institution provides financial aid resources for Program participants by offering sufficient financial assistance to reduce the students' dependence on loans.

8. Assist students to secure admission to graduate and professional programs.

9. Plan, coordinate, and execute the 18th through 22nd SSS Awards and Recognition Banquet.

10. Maintain an efficient management and computerized record keeping system to collect, analyze, retrieve, and preserve confidentiality of the Program data.

11. Execute a management plan to monitor the achievement of Program goals and measurable objectives.

12. Maintain effective fiscal management, comply with WSU and State of Kansas fiscal policies, and assume overall responsibility as the Budget Officer for the Program.

13. Maintain an effective budget, bookkeeping and forecasting system following institutional and State of Kansas guidelines; act as liaison with the Office of Research Administration and WSU Budget office.

14. Establish procedures for fiscal management to meet external and internal audits.

15. Follow institutional procurement procedures in purchasing supplies, equipment, and other services.

16. Maintain internal controls and accountability standards for grant funds.

17. Ensure the budget funds are expended to be used for approved activities in the budget.

18. Maintain accurate records of property and ensure that physical inventories are taken at least once every two years.

19. Contribute to administrative and academic policies at the University that especially affect SSS students' chances of completing a degree program.

20. Complete and submit performance reports to the US Department of Education 90 days after the grant period.

21. Compile, organize, and print the Annual Program Overview and Performance Report.

22. Write proposals and mini-grants for scholarships.

23. Maintain cooperation and interaction among the Program and University departments to foster a campus climate supportive of the success of first generation, low income students and persons with disabilities.

24. Serve as liaison to community leaders, multicultural associations, and community agencies.

25. Maintain membership in the reciprocal TRIO associations: MAEOPP and MO-KAN-NE.

26. Implement Total Quality Management principles that can be appropriately applied to the Program.

27. Serve as the primary faculty member responsible for the course "Tutoring Strategies CESP 750E", grading reports, projects, along with submitting grades to the Registrar.

28. Submit monthly reports to the TRIO Coordinator.

29. Perform other duties connected with the administration of the Program.

Job Performance Agreement

Position: Program Director Program: Student Support Services Grant Year: 1997-2001

Tasks/Activities	Timeline Dates	% Time	Evaluation[2]
I. **Administration and Management**		45%	
A. Select, hire, and train qualified Program personnel.[1]	Sept.-Aug.		
B. Conduct staff training and orientation and provide opportunities for professional development.	Sept.-Aug.		
C. Conduct monthly staff meetings.	Sept.-Aug.		
D. Establish procedures to select 250 students for Program participation, verify student eligibility, and maintain compliance with Federal requirements (p. 11).	Sept.-Aug.		
E. Establish procedures to determine student need for academic support.	Sept.-Aug.		
F. Ensure that the institution provides financial aid resources for Program participants by offering sufficient financial assistance to reduce the students dependence on loans.	Sept.-Aug.		
G. Maintain an effecient management and record keeping system to collect, analyze, retrieve, and preserve confidentiality of the Program data.	Sept.-Aug.		
H. Contribute to administrative and academic policies at the University that especially affect SSS students' chances of completing a degree program.	Sept.-Aug.		
I. Maintain cooperation and interaction among the Program and University departments to foster a campus climate supportive of the success of first generation, low income students.	Sept.-Aug.		
J. Serve as liaison to community leaders, multicultural associations, and community agencies.	Sept.-Aug.		
K. Implement Total Quality Management principles that can be appropriately applied to the Program.	Sept.-Aug.		

[1] Page numbers refer to those in the 1997-2001 Proposal.

[2] Evaluation: 1 Superior 2 Above Average 3 Average 4 Below Average 5 Unsatisfactory

Job Performance Agreement

Position: Program Director Program: Student Support Services Grant Year: 1997-2001

Tasks/Activities	Timeline Dates	% Time	Evaluation[2]
L. Serve as the primary faculty member responsible for the course "Tutoring Strategies CESP 750E" through the College of Education on the campus, grading reports, projects and submit grades to the Registrar.	Sept.-Aug.		
M. Submit monthly reports to the TRIO Coordinator.	Sept.-Aug.		
N. Obtain yearly retention report on Program students from the Office of Institutional Research (p. 23)	May		
O. Update the SSS Program description, in the WSU Undergraduate Catalog and ensure program is featured in the WSU Schedule of Courses each semester (p. 19).	March, October		
P. Develop and distribute Program materials to inform the institutional community of the goals and objectives of the program (p. 18).	Sept.-Aug.		
2. **Program Activities**		15%	
A. Supervise activities of the three components: the Tutorial and Training Component, Communication and Educational Enrichment Activities Component, and the Tracking and Evaluation Component.	Sept.-Aug.		
B. Organize the recruitment of students who meet eligibility requirements of the Program.	Sept.-Aug.		
C. Assist students to secure admission to graduate and professional programs.	Sept.-Aug.		
D. Collaborate with the Director of the Computing Center to complete a comparative study of SSS students and eligible unserved students (p. 23).	Sept.-Aug.		

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[1] Page numbers refer to those in the 1997-2001 Proposal.

[2] Evaluation: 1 Superior 2 Above Average 3 Average 4 Below Average 5 Unsatisfactory

Job Performance Agreement

Position: Program Director Program: Student Support Services Grant Year: 1997-2001

Tasks/Activities	Timeline Dates	% Time	Evaluation[2]
E. Collaborate with Campus departments to attract program students (p. 28).	Sept.-Aug.		
3. Evaluation Procedures		13%	
A. Execute management plan to monitor the achievement of Program goals and measurable objectives.	Sept.-Aug.		
B. Complete and submit Performance Reports to the U. S. Department of Education 90 days after each grant period.	Nov.		
C. Conduct staff performance appraisals annually.			
4. Fiscal Operations		25%	
A. Maintain effective fiscal management, comply with WSU and State of Kansas fiscal policies; and assume overall responsibility as the Budget Officer for the Program.	Sept.-Aug.		
B. Maintain an effective budget, bookkeeping and forecasting system following institutional and State of Kansas guidelines; act as liaison with Office of Research Administration and WSU Budget office.	Sept.-Aug.		
C. Establish procedures for fiscal management to meet external and internal audits.	Sept.-Aug.		
D. Follow institutional procurement procedures in purchasing supplies, equipment, and other services.	Sept.-Aug.		
E. Maintain internal controls and accountability standards for grant funds.	Sept.-Aug.		
F. Ensure the budget funds are expended for approved activities in the budget (p. 127, #17).	Sept.-Aug.		

[1]Page numbers refer to those in the 1997-2001 Proposal.

[2]Evaluation: 1 Superior 2 Above Average 3 Average 4 Below Average 5 Unsatisfactory

Job Performance Agreement

Position: Program Director Program: Student Support Services Grant Year: 1997-2001

Tasks/Activities	Timeline Dates	% Time	Evaluation[2]
G. Maintain accurate records of property and ensure that physical inventories are taken at least once every two years.	Sept.-Aug.		
H. Write proposals and mini-grants for scholarships.	Sept.-Aug.		
5. **Other Activities**		5%	
A. Plan, coordinate, and execute the 18th through 22nd SSS Awards and Recognition Banquet	May		
B. Compile, organize and print the annual Program Overview and Performance Report and share the publication with collaborating University faculty and administrators(p. 16).	Sept.-Aug.		
D. Maintain membership in the reciprocal TRIO associations: MAEOPP and MO-KAN-NE.	Sept.-Aug		
E. Perform other duties as required to meet goals and objectives of the Program.	Sept.-Aug.		

I have read the job description and agree to perform the responsibilities stated above during the next Grant Year.

Signature Date

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[1]Page numbers refer to those in the 1997-2001 Proposal.

[2]Evaluation: 1 Superior 2 Above Average 3 Average 4 Below Average 5 Unsatisfactory

Job Performance Agreement

Position: Program Director Program: Student Support Services Grant Year: 1997-2001

Tasks/Activities	Timeline Dates	% Time	Evaluation[3]

Recommended Goals for the Director

A. Summary of the Assistant Vice President for Student Affairs/TRIO Coordinator's recommendations:

B. I have met with the Director throughout the past year/period to review her performance and have provided the opportunity to present documentation of performance.

_____ _____

Assistant Vice President for Student Affairs/TRIO Coordinator Date

Action and/or comments by Director (check is appropriate)

I have reviewed this report and have been given the opportunity to discuss it with the Assistant Vice President for Student Affairs/TRIO Coordinator. _____

I have attached a written response to this report (optional) _____

_____ _____

Director Date

[1] Page numbers refer to those in the 1997-2001 Proposal.

[4] Evaluation: 1 Superior 2 Above Average 3 Average 4 Below Average 5 Unsatisfactory

The Assistant Director/Coordinator of the Tutorial and Training Component has a student load and assumes the following responsibilities:

1. Coordinate Program activities in the absence of the Director.

2. Supervise the oordination of job notices, applications, and tutor hiring procedures.

3. Identify, select, interview, and recommend tutor applicants to the Director for hiring.

4. Plan and execute the two-day Tutor Training and Orientation Program at the beginning of each semester and the continuous training of tutors.

5. Select prospective students to ensure service to 250 students each grant year.

6. Enroll and qualify students by obtaining federally required documentation and ensure 2/3 of Program students are low income and 1/3 of the students who are individuals with disabilities are also low income.

7. Assess academic need of students and develop individualized plan of support.

8. Schedule monthly, weekly or daily meetings with students to provide financial aid counseling and information, career guidance, and academic, personal, and graduate school counseling.

9. Conduct mid-semester conferences with students and tutors to monitor progress and administer Evaluation of Program Services, Student Evaluation of Tutor, and Tutor Evaluation of Students.

10. Supervise New and Advanced tutors and their performance through evaluative procedures.

11. Train student assistant staff in collaboration with the Secretary and the Director.

12. Computerize all tutor related information; tutorial hours; courses tutored; number of students tutored, etc; and compile accurate monthly reports for submission to the Director along with component reports at the end of semester.

13. Verify student aid packages and maintain financial aid information in student files.

14. Provide academic advising to students on probation.

15. Inform students of academic skill building resources and WSU-sponsored interviewing and job search workshops; assist graduating seniors with job search skills.

16. Assist students with academic, educational, and personal development planning.

17. Assist Statistician with procedures to document statistics pertaining to all nine databases.

18. Maintain Tutorial and Training Component information on Databases, and maintain appropriate backups.

19. Provide Director with narrative description of the tutorial component activities and professional development activities.

20. Coordinate publicity of Program activities including brochures, posters, slide or video presentations.

21. Assist in planning and coordinating educational and cultural enrichment activities.

22. Maintain membership in the reciprocal TRIO associations: MAEOPP and MO-KAN-NE.

23. Annually complete a case study on two students for impact of the Program.

24. Plan and coordinate the awarding of SSS endowed and other scholarships.

25. Coordinate activities for continuous improvement of the Tutorial Component.

26. Input into the computer, information documenting the counseling for each student on the Assistant Director's case load.

27. Perform other duties connected with the administration of the Program.

Job Performance Agreement

Position: Assistant Director/Program Counselor and Coordinator of of Tutorial and Training Component

Program: Student Support Services

Fiscal Year: 1997-1998
Rev. 8/1/1997

Tasks/Activities[1]	Timeline Dates	% Time	Evaluation[2]
1. Supervision		15%	
a. Coordinate program activities in the absence of Program Director. (pg. 129)	Sept. - Aug.		
b. Supervise, train, and monitor performance of 30 Tutors each semester (10 during the summer semester). (pg. 129)	Sept. - Aug.		
2. Student Recruitment and Enrollment		15%	
a. Select participants until 250 students are enrolled. (pp. 11, 23, 45, 129)	Sept. - Jan.		
b. Access information on potentially eligible students. (pg. 23)	Sept., Jan., June		
c. Initiate efforts to assist two year college transfer participants.	Sept. - Aug.		
d. Verify eligibility and enroll students by obtaining federally approved documentation and ensure 2/3 of students are low income and 1/3 of the students who are individuals with disabilities are also low income. (pp. 23, 33, 34, 129)	Sept. - Jan.		
e. Assess academic need of students and develop individualized plan of support. (pp. 24, 32-36, 129)	Sept. - Jan.		
f. Identify and select students to ensure service case load of 50 students each grant year.	Sept. - Jan.		
3. Provide Counseling and Support Services		20%	
a. Contact non-returning or non-updating (reactivating) students for enrollment or exit interview. (pg. 25)	Sept., Feb.		
b. Complete On-going Plan for Support Services. (pg. 35)	Sept., Oct., Jan., Feb., June		
c. Schedule monthly, weekly or daily meetings with students to provide financial aid counseling and information, career guidance, and academic and personal counseling. (pp. 27, 28, 29, 30, 39, 40, 41, 45, 129)	Sept. - Aug.		
d. Provide academic advising to students on probation. (pg. 129)	Sept. - Aug.		
e. Referral to academic skill development courses. (pp. 27, 30)	Sept. - Aug.		

[1] Page numbers refer to those in the 1997-2001 Proposal.

[2] Evaluation: 1 Superior 2 Above Average 3 Average 4 Below Average 5 Unsatisfactory

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Job Performance Agreement

Position: Assistant Director/Program Counselor and Coordinator of of Tutorial and Training Component Program: Student Support Services Fiscal Year: 1997-1998
Rev. 8/1/1997

Tasks/Activities[1]	Timeline Dates	% Time	Evaluation[2]
f. Inform students of academic skill building resources and WSU-sponsored interviewing and job search workshops; assist graduating seniors with job search. (pp. 27, 129)	Sept. - Aug.		
g. Referral of students to Learning Resource Center for study skills development workshops or videos. (pp. 27, 45, 49)	Sept. - Aug.		
h. Referral to mentoring programs. (pg. 30)	Sept. - Aug.		
i. Conduct mid-semester conferences with students and tutors to monitor student progress. (pp. 41, 45)	Oct., Mar., July		
j. Contact seniors within 12 semester hours of graduating. (pg. 37)	Oct., Feb.		
4. Data collection and database management		5%	
a. Administer Tutor database and make appropriate backups. (pg. 129)	Sept. - Aug.		
b. Input data into the computer documenting the counseling for each student on the Assistant Director's student load. (pp. 37, 45)	Sept. - Aug.		
c. Assist in collecting and supplying data about the Tutoring and Training Component to the Tracking and Evaluation Component.	Sept. - Aug.		
d. Assist Statistician with procedures to document statistics pertaining to all databases. (pg. 129)	Sept. - Aug.		
5. Coordinate Component Activities		35%	
a. Coordinate job notices, applications, and tutoring hiring procedures. (pp. 45, 129)	Sept. - Aug.		
b. Identify, select, interview, and recommend Tutor applicants to the Director for hiring prior to the beginning of each semester. Ensure 30 tutors are on the tutorial staff. (pp. 45, 129)	Sept. - Aug.		
c. Plan and execute the two-day Tutor Training and Orientation Program at the beginning of each semester and the continuous training of tutors through the university course "Tutoring Strategies CESP 750E." (pp. 45, 129)	Sept. - Aug.		

[1] Page numbers refer to those in the 1997-2001 Proposal.

[2] Evaluation: 1 Superior 2 Above Average 3 Average 4 Below Average 5 Unsatisfactory

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Job Performance Agreement

Position: Assistant Director/Program Counselor and Coordinator of of Tutorial and Training Component

Program: Student Support Services

Fiscal Year: 1997-1998
Rev. 8/1/1997

Tasks/Activities[1]	Timeline Dates	% Time	Evaluation[2]
d. Supervise and monitor new and advanced Tutor performance through student evaluations, personal observation and through the analysis of the student progress in tutored course. (pp. 45, 129)	Sept. - Aug.		
e. Coordinate activities for continuous improvement of the Tutorial and Training Component. (pp. 40, 45, 130)	Sept. - Aug.		
f. Monitor statistics to ensure at least 85% of students requesting tutorial assistance are assigned a tutor and receive tutoring. (pg. 12)	Sept. - Aug.		
g. Computerize all tutor related information and compile the end of semester report. (pg. 129)	Dec., May, Aug.		
h. Prior to each semester, coordinate tutor training rooms and training.	Dec., May, Jul.		
i. Plan and coordinate awarding of SSS endowed and other scholarships (pp. 15, 41, 45, 130)			
Fall Semester - Cornejo, Hicks & Boeing	Oct. & Nov.		
Spring Semester - Thelen, Farha, Rudd & Boeing	Mar. & Apr.		
j. Train new student assistant staff in collaboration with the secretary and director. (pg. 129)	Sept. - Aug.		
k. Ensure that all tutoring requests by students are completed such that no more than three students are on the waiting list.	Sept. - Aug		
6. Evaluate program activities		5%	
a. Administer Evaluation of Program Services and Student Evaluation of Tutor. (pg. 130)	Oct., Mar., July		
b. Ensure 1/3, 2/3 eligibility of 250 participants. (pg. 129)	Sept. - Jan.		
c. Design and implement a plan for changing services for continuous improvement (pg. 38)	Sept. - Aug.		
7. Other activities to support goals of Program		10%	
a. Provide Director with narrative description of professional development activities. (pg. 130)	Sept. - Aug.		

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[1] Page numbers refer to those in the 1997-2001 Proposal.

[2] Evaluation: 1 Superior 2 Above Average 3 Average

Job Performance Agreement

Position: Assistant Director/Program Counselor and Coordinator of of Tutorial and Training Component

Program: Student Support Services

Fiscal Year: 1997-1998
Rev. 8/1/1997

Tasks/Activities[1]	Timeline Dates	% Time	Evaluation[2]
b. Annually complete a case study of two students for impact of the Program. (pg. 130)	July		
c. Maintain membership in the reciprocal TRIO Associations: MAEOPP and MO-KAN-NE. (pg. 130)	Sept. - Aug.		
d. Assist in planning and coordinating educational and cultural enrichment activities (pg. 130)	Sept. - Aug.		
e. Maintain program hardware and software. (pg. 49)	Sept. - Aug.		
f. Maintain financial aid information binder for student resource. (pg. 41)	Sept. - Aug.		
g. Serve as WSU Tutoring Association advisor. (pg. 48)	Sept. - Aug.		
h. Send SSS flyers to department chairpersons. (pg. 20)	Aug., Jan.		
i. Present at various campus events and departments to market the SSS program. Supervise publicity of program activities including brochures, posters, slide or video presentations. (pg. 130)	Sept. - Aug.		
j. Complete Tutorial and training section for the Program Overview and Performance Report. (pg. 16)	Aug.		
k. Complete monthly report to Director. (pp. 45, 129)	Sept. - Aug.		
l. Attend staff meetings. (pg. 61)	Sept. - Aug.		
m. Coordinate with other WSU programs for TRIO students. (pp. 62, 63, 64)	Sept. - Aug.		
n. Maintain and update Site Visit book each year.	Sept. - Aug.		
o. Perform other duties connected to the goals and objectives of the Program. (pg. 130)	Sept. - Aug.		

My job performance categories are those included in the 1997 U.S. Department of Education Funding Proposal. I understand that my performance will be reviewed annually. I have read the job description and agree to perform the responsibilities stated above during the next Grant Year.

Signature Date

[1] Page numbers refer to those in the 1997-2001 Proposal.

[2] Evaluation: 1 Superior 2 Above Average 3 Average 4 Below Average 5 Unsatisfactory

Job Performance Agreement

Position: Assistant Director/Program Counselor and Coordinator of of Tutorial and Training Component

Program: Student Support Services

Fiscal Year: 1997-1998
Rev. 8/1/1997

Tasks/Activities[1]	Timeline Dates	% Time	Evaluation[2]

Recommended Goals for the Assistant Director/Program Counselor

A. Summary of Director's recommendations:

B. I have met with the Assistant Director/Program Counselor throughout the past year/period to review his/her performance and have provided the opportunity to present documentation of performance.

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_____ _____

Director Date

Action and/or comments by Assistant Director/Program Counselor (check is appropriate)

I have reviewed this report and have been given the opportunity to discuss it with the director. _____

I have attached a written response to this report (optional) _____

_____ _____

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[1] Page numbers refer to those in the 1997-2001 Proposal.

[2] Evaluation: 1 Superior 2 Above Average 3 Average 4 Below Average 5 Unsatisfactory

The Program Counselor who is the Coordinator of the Educational Activities and Communications Component, has a student case load and assumes the following responsibilities:

1. Assist in the interviewing of tutorial staff each semester.

2. Identify and select prospective students to ensure services to 150 students each grant year.

3. Enroll and qualify students by obtaining federally approved documentation.

4. Assess academic need of students and develop individualized plan of support.

5. Schedule monthly, weekly or daily meetings with students to provide financial aid counseling and information, career guidance, and academic and personal counseling.

6. Conduct mid-semester conferences with students and tutors to monitor their progress and administer Evaluation of Program Services and Student Evaluation of Tutor.

7. Provide academic advising to students on probation.

8. Inform students of academic skill building resources and WSU-sponsored interviewing and job search workshops; assist graduating seniors with job search skills.

9. Assist in collecting and supplying data on the Educational Activities and Communication Component to the Tracking and Evaluation Component.

10. Provide Director with narrative description of the services provided by the Educational Activities Component along with professional development activities.

11. Edit the monthly and special edition of the Program newsletter, Student Support Services News.

12. Coordinate press releases and other publicity of Program activities including slide or video presentations.

13. Design and coordinate study skills workshops for Program students.

14. Publish information on scholarships in the newsletter.

15. Assist two year college transfer participants.

16. Administer the Textbook library, including computerized database information and make appropriate backups.

17. Conduct continuous evaluations of educational workshops and activities.

18. Annually complete a case study on two students for impact of the Program.

19. Input data into the computer documenting the counseling for each student on the Program Counselor's student load.

20. Maintain membership in the reciprocal TRIO Associations: MAEOPP and MO-KAN-NE.

21. Perform other duties connected to the goals and objectives of the Program.

Job Performance Agreement

Position: Program Counselor and Coordinator of Educational and Cultural Enrichment Activities Program: Student Support Services Fiscal Year: 1996-1997

Tasks/Activities	Timeline Dates	% Time	Evaluation[2]
1. **Student Recruitment and Enrollment**		13%	
a. Assisting in the recruiment of prospective students to ensure service to 250 students annually (pp. 27A, 84)[1]	Sept.-Aug.		
b. Enroll new and continuing students (pg. 84)	Sept.-Aug.		
c. Ensure complete documentation of eligibility (pp. 27A, 84)	Sept.-Aug.		
d. Assess need for academic support (pp. 27B, 84)	Sept.-Aug.		
e. Maintain individual student load of 150 students annually	Sept.-Aug.		
f. Develp student program participation goals and inform students of services available to meet those goals (p. 27B)	Sept.-Aug.		
2. **Provide Counseling and Support Services**		50%	
a. Monitor progress toward meeting goals of student participation and identify services and plan for meeting those goals on a semesterly basis (p. 27B)	Sept.-Aug.		
b. Request a tutor as necessary to meet goals (p. 27E)	Sept.-Aug.		
c. Provide counseling and referral when appropriate in the following areas: academic counseling, financial aid information and technical assistance; graduate school counseling; personal counseling; career counseling; and study skill development (pp. 27B, 27I, 27J, 27K, 84)	Sept.-Aug.		
d. Maintain contact with students throughout the academic year: monthly meetings, mid-semester student-tutor-counselor conferences (pp. 27B, 27K, 84)	Sept.-Aug.		

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[1] Page numbers refer to those in the 1993-1997 Proposal.

[2] Evaluation: 1 Superior 2 Above Average 3 Average 4 Below Average 5 Unsatisfactory

Job Performance Agreement

Position: Program Counselor and Coordinator of Educational and Cultural Enrichment Activities Program: Student Support Services Fiscal Year: 1996-1997

Tasks/Activities	Timeline Dates	% Time	Evaluation[2]
e. Disseminate information about Program activities; campus programs, and study skill development opportunities to meet student participation goals (pp. 27C, 27J, 84)	Oct., Mar., Jul.		
f. Give priority to monitoring students on academic probation or who have been academically dismissed (pp. 27B, 84)	Nov., Apr., Jul.		
g. Meet and discuss with tutors monitoring of student performance in tutored course. Examine Tutor Tracking Report to discuss student progress (p. 27E)	Sept.-Aug.		
3. Coordinate Educational and Cultural Enrichment Activities		15%	
a. Educational Enrichment Activities to include: •Typewriter and Computer Use; Contact sheet into the student folder(p. 27M)	Sept.-Aug.		
•Book Usage Program; Contact sheet into the student's folder (p.84)	Sept.-Aug.		
•Advocacy of Study Skilly Development (p. 27M)	Sept.-Aug.		
b. Cultural Enrichment Activities •Cultural Spring Fling (p. 27O)	May		
c. Document through narrative description activities of Educational and Cultural Enrichment Component (p. 27S)			
4. Evaluation		5%	
a. Collect demographic data on program participants: gender, race and eligibility (pp. 27Q, 27R)	Dec., Apr.		

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[1] Page numbers refer to those in the 1993-1997 Proposal. [2] Evaluation: 1 Superior 2 Above Average 3 Average 4 Below Average 5 Unsatisfactory

Job Performance Agreement

Position: Program Counselor and Coordinator of Educational and Cultural Enrichment Activities Program: Student Support Services Fiscal Year: 1996-1997

Tasks/Activities	Timeline Dates	% Time	Evaluation[2]
b. Ensure completion of program and tutor evaluation instruments (pp. 27F, 84)	Oct.-Nov. Mar.-Apr. Jul.		
c. Determine reasons for non-passing grades in tutored courses (pg. 27F)	Dec., May, Aug.		
d. Conduct continuous evaluation of tutorial component activities (pp. 27R, 84)	Sept.-Aug.		
e. Conduct continuous evaluations of educational and cultural enrichment activities (pp. 27M, 27R, 27S)	Sept.-Aug.		
f. Provide narrative description of all program related and professional development activities pp. 27S, 84)	Sept.-Aug.		
g. Complete case studies (pg.84)	Jun.-Jul.		
h. Compile reports of program activities (pp. 27Q, 27S)	Sept.-Aug.		
i. Evaluate students grades in Reading and Study Skills (pg. 27M)	Sept.-Aug.		
5. **Other Activities**		15%	
a. Coordinate educational and cultural enrichment activities including publicity (pp. 27M, 27N, 27O, 27S)	Sept.-Aug.		
b. Plan and coordinate Cultural Spring Fling (pg. 27O)	May		
c. Support minority and ethnic organizations on campus (pp. 27P, 84)	Sept.-Aug.		
d. Support Multicultural Resource Center (pg. 27P)	Sept.-Aug.		
e. Attend academic advising workshops and professional			

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C3

C4

[1] Page numbers refer to those in the 1993-1997 Proposal.

[2] Evaluation: 1 Superior 2 Above Average 3 Average 4 Below Average 5 Unsatisfactory

Job Performance Agreement

Position: Program Counselor and Coordinator of Educational and Cultural Enrichment Activities Program: Student Support Services Fiscal Year: 1996-1997

Tasks/Activities	Timeline Dates	% Time	Evaluation[2]
development activities to include active membership in MAEOPP and MO-KAN-NE (pp. 27I, 84)	Sept.-Aug.		
f. Coordinate Book Usage Program (pg. 84)	Sept.-Aug.		
g. Coordinate Program publicity (pg. 84)	Sept.-Aug.		
h. Assist Assistant Director to facilitate transfer of two-year college students to WSU (pg. 84)	Sept.-Aug.		

I have read the job description and agree to perform the responsibilities stated above during the next Grant Year.

Signature Date

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[1] Page numbers refer to those in the 1993-1997 Proposal.

[2] Evaluation: 1 Superior 2 Above Average 3 Average 4 Below Average 5 Unsatisfactory

Job Performance Agreement

Position: Program Counselor and Coordinator of Educational and Cultural Enrichment Activities Program: Student Support Services Fiscal Year: 1996-1997

Tasks/Activities	Timeline Dates	% Time	Evaluation[2]

Recommended Goals for the Program Counselor

A. Summary of Director's recommendations:

B. I have met with the Program Counselor throughout the past year/period to review his performance and have provided the opportunity to present documentation of performance.

45

_____ _____

Director Date

Action and/or comments by Program Counselor (check is appropriate)

I have reviewed this report and have been given the opportunity to discuss it with the director._____

I have attached a written response to this report (optional) _____

_____ _____

Program Counselor Date

C3

C7

[1] Page numbers refer to those in the 1993-1997 Proposal.

[2] Evaluation: 1 Superior 2 Above Average 3 Average 4 Below Average 5 Unsatisfactory

The Statistician/Program Counselor is the Coordinator of the Tracking and Evaluation Component, has a student case load, and assumes the following responsibilities:

1. Assist in the interviewing of tutorial staff.

2. Evaluate the two-day Tutor Training and Orientation Program each semester and the tutor training workshops.

3. Monitor Program statistics.

4. Analyze need surveys, compile statistics identifying participants' needs; provide statistical reports on analysis completed, to Director and other SSS staff in a timely manner.

5. Monitor academic progress of assigned students.

6. Identify participants on academic probation and/or academic dismissal and conduct special advising.

7. Serve as the liaison to key individuals and offices assisting with the implementation of the Integrated System.

8. Provide documented analysis and summaries of all evaluations given by the Tracking and Evaluation Component.

9. Provide Director with narrative description of the Tracking and Evaluation Component's professional and development activities.

10. Maintain the student database and ensure accurate record keeping, analysis and retrieval of information to generate timely monthly reports, end of semester reports; the annual Program Overview and Performance Report; and USDE Annual Performance Report.

11. Assist Director in completing the USDE Annual Performance Report.

12. Annually, complete two case studies on students for impact of the Program.

13. Maintain membership in the reciprocal TRIO Associations MAEOPP and MO-KAN-NE.

14. Perform other duties connected to the goals of retention and graduation of students.

Job Performance Agreement

Position: Statistician/Program Counselor Program: Student Support Services Fiscal Year: 1997-1998
Coordinator of Research and Evaluation Component

Tasks/Activities	Timeline Dates	% Time	Evaluation [2]
1. Data Collection & Database Management		30%	
a. Collect and record student and Program data regarding semester downslips, grades, financial aid awards and demographic data. Provide monthly, semester, and annual reports as well as statistics for completing the USDE Performance Report. USDE Performance Report (pp 33,45,)	Sept.-Aug.		
b. Maintain and ensure accuracy of program databases including the Main Student File, Current Student File, Prior File, Alumni File, Destroyed Student File, ensuring accurate record keeping, analysis, storage and retrieval of information (pp.33,45,132).			
c. Make daily weekly and monthly backups of Program Databases and current projects. (pp132)	Sept.-Aug.		
d. Maintain eligibility records, for review by Assistant Director or Director (pp 33,145)	Sept.-Aug.		
e. Procure monthly computer lists from Computing Center regarding First Generation Low Income and disabled students at Wichita State. (pp132)	Sept.-Aug.		
f. Procure grades and financial aid information for all Current and Prior SSS students (pp 132)	Dec., May, Aug.		
2. Student Recruitment and Enrollment		10%	
a. Select participants until 250 students are enrolled. (pp.11, 23, 45)	Sept. - Jan.		
b. Access information on potentially eligible students. (pp.23)	Sept., Jan., June		
c. Assist two year college transfer participants. (pp.132)	Sept. - Aug.		
d. Verify eligibility and enroll students by obtaining federally approved documentation. (pp. 23, 33, 34, 132)	Sept. - Jan.		
e. Assess academic need of students and develop individualized plan of support. (pp.24, 34, 36, 132)	Sept. - Jan.		
f. Identify and select students to ensure service case load of 50 students each grant year. (pp.132)	Sept. - Jan.		
3. Provide Counseling and Support Services		30%	Revised 9/1/97
a. Provide Counseling and support services to fifty program students (pp 132)	Sept. - Aug.		

[1] Page numbers refer to those in the 1993-1997 Proposal -Revised Goals and Objectives.

[2] Evaluation: 1 Superior 2 Above Average 3 Average 4 Below Average 5 Unsatisfactory

Job Performance Agreement

Position: Statistician/Program Counselor Program: Student Support Services Fiscal Year: 1997-1998
Coordinator of Research and Evaluation Component

Tasks/Activities	Timeline Dates % Time	Evaluation [2]
b. Input data into the computer documenting the services received for each student in the student load. (pp 33, 37, 45, 132)	Sept. - Aug.	
c. Identify Program participants on academic probation or students who have been dismissed for Program Counselors to contact for special advising (pp132)	Sept.-Aug.	
d. Contact non-returning or non-updating (reactivating) students on case load for re-enrollment or exit interview. (pp.25)	Sept., Feb.	
e. Complete On-going Plan for Support Services for students on case load. (pp.35)	Sept., Oct., Jan., Feb., June	
f. Schedule monthly, weekly or daily meetings with students to provide financial aid counseling and information, career guidance, and academic and personal counseling. (pp.27, 28, 29, 30, 36, 40, 41, 45, 132)	Sept. - Aug.	
g. Provide academic advising to students on probation. (pp.132)	Sept. - Aug.	
h. Refer students to academic skill development courses. (pp 27, 30)	Sept. - Aug.	
i. Inform students of academic skill building resources and WSU-sponsored interviewing and job search workshops; assist graduating seniors with job search skills. (pp 132)	Sept. - Aug.	
j. Referral to Learning Resource Center for study skill development workshops or videos. (pp 27,45,49)	Sept. - Aug.	
k. Referral to mentoring programs. (pp 30)	Sept. - Aug.	
l. Conduct mid-semester conferences with students and tutors to monitor their progress. (pp 41, 45, 132)	Oct., Mar., July	
4. Coordinate Component Activities	25%	
a. **Tracking Activities**		
-Verify student aid package and maintain financial aid information in student files. (pp 33,45)	Sept.-Aug.	
-Track current and prior participants at WSU to monitor student persistence and graduation rates (pp 45,132)	Sept.-Aug.	
-Collect data and coordinate annual cohort study (pp 132)	Sept.-Aug.	
-Monitor grades and academic status information of program students and identify students to facilitate SSS special awards for academic progress. (pp33,45,132)	Sept.-Aug.	

[1] Page numbers refer to those in the 1993-1997 Proposal -Revised Goals and Objectives.

[2] Evaluation: 1 Superior 2 Above Average 3 Average 4 Below Average 5 Unsatisfactory

48
72
73

Job Performance Agreement

Position: Statistician/Program Counselor Program: Student Support Services Fiscal Year: 1997-1998
Coordinator of Research and Evaluation Component

Tasks/Activities	Timeline Dates % Time	Evaluation [2]
b. **Evaluation Activities**		
-Conduct Program Evaluation, Tutor Perception Survey each semester	Dec., May	
-Conduct biannual Needs Survey (pp 7)	Sp. 1998	
-Compile evaluations from Communication and Educational Activities Component as well as the Tutorial and Training Component (pp 129,131)	Sept. - Aug.	
-Assist the Director in completing the U.S. Department of Education Performance Report and other reports and proposals (pp. 33,45)	Sept., Oct	
c. Reporting		
-Submit monthly report with narrative description of the services provided by the Tracking and Evaluation Component (pp 132)	Sept.- Aug	
-Provide Director with monthly eligibility report of program students (pp 132)	Sept.- Aug	
-Complete Tracking and Evaluation section for the Annual Program Overview and Performance Report. (pp 132)	Sept.- Aug	
-Coordinate completion of Annual Program Overview and Performance Report with program staff (pp 129.131,132)	Sept.- Aug	
-Annually revise and submit to printer, program publications including the Policies and Procedures Manual, Program Management Calendar, the Forms Manual , Program booklets and other internal publications (pp 132	Sept.- Aug	
5. Other activities to support goals of Program	5%	
a. Assist in the interviewing of tutorial staff each semester. (pp 45, 132).	Sept. - Aug.	
b. Provide Director with narrative description of professional development activities. (pp132).	Sept. - Aug.	
c. Annually complete a case study of two students for impact of the Program (pp 132).	July	
d. Maintain membership in the reciprocal TRIO Associations: MAEOPP and MO-KAN-NE. (pp 132).	Sept. - Aug.	
e. Evaluate scholarship applications (pp 45).	Sept. - Aug.	
f. Attend staff meetings. (pp 61)	Sept. - Aug.	

49

74

75

[1] Page numbers refer to those in the 1993-1997 Proposal -Revised Goals and Objectives.

[2] Evaluation: 1 Superior 2 Above Average 3 Average 4 Below Average 5 Unsatisfactory

Job Performance Agreement

Position: Statistician/Program Counselor Program: Student Support Services Fiscal Year: 1997-1998
Coordinator of Research and Evaluation Component

Tasks/Activities	Timeline Dates% Time	Evaluation [2]
g. Coordinate with other programs for disadvantaged students (pp 62, 63, 64)	Sept. - Aug.	
h. Perform other duties connected to the goals and objectives of the Program. (pp 132)	Sept. - Aug.	

My job performance categories are those included in the 1997 U.S. Department of Education Funding Proposal. I understand my performance will be reviewed annually. I have read the job description and agree to perform the responsibilities stated above during the next Grant Year.

Signature *Date*

50

76

77

[1] Page numbers refer to those in the 1993-1997 Proposal -Revised Goals and Objectives.

[2] Evaluation: 1 Superior 2 Above Average 3 Average 4 Below Average 5 Unsatisfactory

Job Performance Agreement

Position: Statistician/Program Counselor Program: Student Support Services Fiscal Year: 1997-1998
Coordinator of Research and Evaluation Component

Tasks/Activities	Timeline Dates % Time	Evaluation [2]
Recommended Goals for the Statistician/Program Counselor		
A. Summary of Director's recommendations:		
B. I have met with the Statistician/Program Counselor throughout the past year/period to review his performance and have provided the opportunity to present documentation of performance.		
_____ Director	_____ Date	
Action and/or comments by Statistician/Program Counselor (check as appropriate)		
I have reviewed this report and have been given the opportunity to discuss it with the director. _____		
I have attached a written response to this report (optional) _____		
_____ Statistician/Program Counselor	_____ Date	

[1] Page numbers refer to those in the 1993-1997 Proposal -Revised Goals and Objectives.

[2] Evaluation: 1 Superior 2 Above Average 3 Average 4 Below Average 5 Unsatisfactory

Secretary (100%)

The Program Secretary assumes the following responsibilities:

1. Maintain a computer and hard copy filing system of student and Program files.

2. Maintain an in-office computerized budgetary system tracking monthly expenses and reconcile them with the Director on a monthly basis.

3. Provide Director and staff with clerical and typing assistance, under the direction of the Director and maintain an efficient record keeping system.

4. Maintain an accurate inventory and maintenance of typewriters, computers, and other office equipment.

5. Provide new students with accurate information to complete the enrollment process.

6. Process purchase requisitions, travel requests, and employee authorization forms in accordance with State of Kansas and University regulations.

7. Interview, recommend for hiring, and supervise Student Assistants, and train in collaboration with the Assistant Director.

8. Assist with all mailings of Program information including the newsletter.

9. Provide information on the Program to campus and community individuals.

10. Develop an efficient system to handle incoming and outgoing correspondence and an effective communication system among professional staff, students, university personnel and community individuals.

11. Maintain an accurate computerized budget and balance with departmental budget information from the Controller's office.

12. Serve as liaison with University Controller and Purchasing Offices, and the Office of Research Administration.

13. Perform other duties connected with Program goals and objectives.

DA-230 Revised 8/97
Agency 715

CLASSIFIED EMPLOYEE REVIEW SYSTEM

STATE OF KANSAS
Department of Administration
Division of Personnel Services
Wichita State University

EMPLOYEE'S NAME/DEPARTMENT #-POSITION #	**REVIEW PERIOD** From:_____ To:_____ No. of Feedback Sessions:_____
SOCIAL SECURITY NUMBER/SHARP ID	
DEPARTMENT NAME/CAMPUS BOX NO.	**REVIEW TYPE** ❒ Probationary ❒ Recommend permanent status ❒ Extend probationary status____months ❒ Not recommended for permanent status ❒ Annual ❒ Special - Next Review Date_____
CLASS TITLE AND CODE	
SUPERVISOR'S NAME	
EMPLOYEE'S SIGNATURE/DATE	**OVERALL RATING** ❒ Exceptional ❒ Satisfactory ❒ Unsatisfactory: Recommended Action_____ _____
SUPERVISOR'S SIGNATURE/DATE	
REVIEWER'S SIGNATURE/DATE	

SUPERVISOR'S OVERALL COMMENTS-Employee and Reviewer may also comment
(COMPLETE AT END OF REVIEW PERIOD)

A permanent employee, within seven calendar days after being informed of his or her evaluation may appeal the evaluation in writing to the Director of Human Resources. The same applies to promoted or reinstated employees on probation. See K.A.R. 1-7-11. Employee's signature does not necessarily signify agreement.
Supervisory Changes: Supervisors should complete the review on the employee(s) prior to departure from employment in the supervisory position.

Send original to Human Resources, Box 15, on or before _____. Provide employee with copy.

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PRIORITY OUTCOMES (GOALS)

Set goals at beginning of review period and as needed.

Progress Notes, Recommended Action and Results:

Provide comments throughout review period.

Employee and Supervisor initial and date ALL entries
(Additional comments may be attached on separate paper)

WICHITA STATE UNIVERSITY

Human Resources/ Payroll Action Form

Office of Human Resources

☐ CLASSIFIED ☐ UNCLASSIFIED

Prepared by _____ Date _____

1. TYPE OF ACTION ☐ State ☐ Auxiliary _____
☐ Request to fill ☐ Change of status ☐ Additional compensation

Comments Section

2. EMPLOYEE INFORMATION SSN _____
Name _____
Last First MI

3. CHANGE OF STATUS/SEPARATION

(from)/CURRENT

Pos. title _____ Pos. no _____ / _____
Dept _____ Dept. no _____ / _____
FTE _____ _____ GL $_____ RL $_____
Annual base pay $_____ Hrly or pay period amt. $_____ Grade Step _____

Employee Status
Classified ☐ Reg ☐ Temp ☐ Limited Term Regular
Unclassified ☐ Hrly ☐ 9 mo ☐ 10 mo ☐ 12 mo ☐ Other
Reason code _____ Stop date _____

START DATE _____

(to)/NEW

Pos. title _____ Pos. no _____ / _____
Dept _____ Dept. no _____ / _____
FTE _____ _____ GL $_____ RL $_____
Annual base pay $_____ Hrly or pay period amt. $_____ Grade Step _____

Employee Status
Classified ☐ Reg ☐ Temp
Unclassified ☐ Hrly ☐ 9 mo ☐ 10 mo ☐ 12 mo ☐ Other
Reason code _____ Stop date _____

4. REQUEST TO FILL Benefits Eligible: Yes ___ No ___

Current pos. title _____ Pos. no(s) _____ FTE _____ No. of vacancies _____
Dept. _____ Dept. no. _____ Supervisor/Dept. chair _____
Reason code _____ Explain in comments section. Salary (Unclass) _____
Type of pos. ☐ Full-time ☐ Part-time _____% Date(s) from _____ to _____
Date to be filled _____ Previous/present employee _____
Funding source: GL $_____ RL $_____

Classified
☐ Regular
☐ Temporary
☐ Limited Term Regular

Unclassified
☐ Probationary ☐ Tenure ☐ Regular ☐ Temporary (Uncl. Professional)
9 mo. ___ 12 mo. ___
☐ Temporary (tac) ☐ Provisional

5. ADDITIONAL COMPENSATION (for use with full-time unclassified employees)

Funding source: GL $_____ RL $_____
Primary Dept. _____ Dept. no. _____ Pos. no. _____ Requesting Dept. _____ Dept. no. _____ Pos. no. _____
Request is made for special additional services of: (state specific services) _____
_____ Date(s) from _____ to _____
Total compensation _____ No. of pmts _____ To be paid on (dates) _____

6. AUTHORIZED SIGNATURES

1 _____ Budget Officer Date
2 _____ Budget Review Officer or Research Date
3 _____ Director of Budget Date
4 _____ President/Vice President Date
5 _____ OER or AA Date
6 _____ Office of Human Resources Date

For Additional Compensation Only

7 _____ Requesting Budget Officer Date
8 _____ Requesting Budget Review Officer Date
9 _____ Research Acct. Project Director Date

Budget use only: FTE _____ Budget salary $_____ per _____ GL $_____ _____ RL $_____

OHR use only: Leave payment hours: Sick _____ Vacation _____ Other _____ Initials _____
☐ Exempt ☐ Non-exempt ☐ Supervisory status ☐ Shift differential Classifications Mgr _____ Employment Mgr _____

Research Accts. only: Project period from _____ to _____ Research Admin _____

AA use only: Title code _____ Job code _____ Label code _____

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OHR 500 2/96

Student Assistants

The Program Student Assistants assume the following responsibilities:

1. The Program Secretary will assign appropriate work for the Student Assistants.

2. If a Student Assistant completes their work assignments for that day, he/she may be able to do homework provided that he/she checks with the Program Secretary first.

3. The Student Assistants primarily work for the Director. However, the Program Counselors may assign program related work through the Program Secretary after the Student Assistant has completed the tasks left for him/her by the Director.

4. Typing, filing, data entry, answering the telephone, picking up the mail, and running errands are expected from the Student Assistants each working day.

5. When filing documents in the students' files, the Student Assistants may be required to view confidential information. The Student Assistants must maintain that this information remains private, thus protecting the students' right to privacy. Any instance of Student Assistants not complying with this policy of safeguarding the students files will result in immediate dismissal.

6. Each Student Assistant will keep an accurate record of time worked in the office. The completed timesheet will be turned in to the Program Secretary for review and verification by the 9th of each month.

EXCEPTION REPORTING

(Report exceptions to regular schedule)

For faculty, exempt unclassified and classified (except temporary and hourly)

PAYROLL PERIOD FROM _____ **TO** _____ **POSITION NUMBER** _____

NAME: _____ **SSN:** _____

Employee Type	Week	Vacation Leave Date/Hrs Used	Sick Leave Date/Hrs Used	Other Leave Lv Code/Date/Hrs Used	*Extra Time Worked Date/Hrs Worked/Paid?
EXEMPT (Faculty)	Week One		/	/ /	
	Week Two		/	/ /	
EXEMPT (Uncl & Class)	Week One	/	/	/ /	
	Week Two	/	/	/ /	
NON-EXEMPT	Week One	/	/	/ /	/ /
	Week Two	/	/	/ /	/ /

*If hours are to be paid from the compensatory hours balance, please indicate number of hours to be paid _____.

POSITIVE TIME REPORTING

(Report all hours)

For temporary classified, non-exempt unclassified, regular & work-study students

	Week One							Week Two							
Earn Code	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total

Signatures:

Employee _____

Supervisor _____ Entered by/Date _____

Budget Officer (when authorizing extra hours paid) _____ Audited by/Date _____

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Non-Discriminatory Employment Practices

Program hiring conforms to Wichita State's Affirmative Action policies. A highly-qualified professional and paraprofessional staff are selected to support and implement the Plan of Operation so that the Program meets its goals and objectives. Wichita State University is an equal opportunity employer and encourages applicants from traditionally under-represented groups including minorities, women, the elderly and individuals with disabilities. The Affirmative Action Office's procedural prerequisites for filling vacancies are as follows:

1. Careful review of department needs and resources, in terms of current and projected needs.

2. Establishment of a representative search committee, including department, administrative, gender, and race representation. (Optional).

3. Development of a Position Description for new position(s) to be filled or replace based on identified specific needs.

4. Review of the Search Process Report-AAO-1 and the Appointment Report of Unclassified Personnel-AAO-2 to see what information is needed to complete these forms.

5. Preparation in narrative or outline form of the procedure to follow in attempting to fill the positions. Information to be included:

    a. Submission of pre-planning schedule and responsibilities for the search committee and/or chairperson.

    b. List of places where position announcements will be sent.

    c. List of personal contacts, conventions, and organizations to be used in the recruitment process.

    d. The procedure and time schedule for the screening (evaluation) of applicants. What persons, by position held, will participate in the evaluation of applicants.

    e. Established time frame for interviewing.

    f. Ranking of applicants who were interviewed.

    g. Data on which decision will be made on the person to be recommended for hiring.

    h. Description of specific efforts made to recruit minority persons, individuals with disabilities, and women.

Part 3

Tutorial and Training Component

Policies and Procedures for Tutors

Hours of Tutoring

Tutor Training

Time Commitments

Matching Tutor and Student

Student-Tutor Contracts

Time and Tutorial Sessions

Students Missed Session

Tutors Missed Session

Tutor Responsibilities for Daily Program Contact

Mid-Semester-Conferences

Continuous Rehiring

Tutorial and Training Component

Policies and Procedures for Tutors

1. Students not enrolled at WSU are not eligible to receive any Student Support Services program services.

2. Preparation for standardized exams through a Tutor is not a service available at Student Support Services.

3. Students simultaneously enrolled at WSU and at other institutions can only receive tutoring for courses taken at WSU during the current semester.

4. Tutors are trained for "tutoring," not teaching or instructing: the service is usually termed "peer tutoring." Demands on Tutors match their job description.

5. If a student withdraws from a course, the student will not continue to receive tutorial assistance.

Hours of Tutoring

1. A Tutor at Student Support Services may tutor/work a maximum of 20 hours a week or the maximum allowable by university policy. Additional hours require the Director's approval. The Tutor is paid according to the pay rate agreed upon at the time of hiring. Bi-weekly timesheets are drawn up from the Weekly Contact Sheets and are completed with the Assistant Director. The Tutor is expected to be honest when completing the Contact Sheets. Any falsification will result in immediate dismissal. The Tutor will be responsible for understanding the procedure to complete timesheets. By not following the procedure, the Tutor risks not being compensated for work completed.

Tutor Training

1. The Tutor will attend monthly tutorial meetings and the Tutor Training and Orientation sessions organized by the Coordinator of the Tutorial and Training Component. These training sessions are held at the beginning of each semester.

2. New Tutors will enroll in CESP 750E during their first semester of employment. This course is designed to train tutors to assist first generation college students from limited income backgrounds to succeed in college. Training and assignments will focus on learning skills to effectively meet the varying needs of students who are assisted through the Student Support Services program. Emphasis is placed on understanding the fundamental principles of peer tutoring, such as the development of study skills and the identification and incorporation of learning styles. Tutors will develop their leadership and communication skills, gain experience through working with individuals from a

variety of cultures, understand the concept and meaning of invitationality, learn time and stress management strategies, develop organization skills, and adapt priority management techniques. If a Tutor is hired after the last day to add a course the Tutor will enroll in the course during the next semester.

Time Commitments

1. A Tutor will report to the Student Support Services office no later than the first week of classes each semester to complete the Semester Work-Class Schedule and provide a current address and phone number.

2. A Tutor will be notified of assignments by the Assistant Director. The assignment form is placed in the Tutor's mailbox and follow-up contact with the student should be made within 48 hours. It is important that if the Tutor cannot accept the assignment, he or she must notify the Assistant Director within 48 hours so the student can be re-assigned to another Tutor. Just-In-Time service to students is an important concept practiced at Student Support Services. Therefore, each Tutor is expected to be keenly aware of prompt communication with the student.

3. A Tutor will complete (two) Tutor-Student Contracts during the first meeting with the assigned student. The Tutor should explain each item of the Contract to ensure the student's commitment to weekly tutoring. The Tutor and student schedule regular day(s) and time(s) for tutoring and indicate this information on the Contract. One copy of the Contract is given to the student and one copy returned to the Coordinator of the Tutorial Component.

4. All tutoring is conducted on a one-on-one basis unless otherwise approved by the Director. Tutorial sessions for tutoring more than 1 student carry the normal pay rate and will be considered only if the students are in the same course and have the same instructor.

5. Each tutoring session should be at least conducted for one hour with a maximum of 2 hours per week. Overlapping of tutoring sessions is prohibited. Additional time requested for tutoring more than 2 hours must be approved through the following procedure. The Tutor will bring the Contact Sheet on which the extra session(s) are to be recorded to the Counselor. The Counselor will write-in the number of extra hours to be tutored and initial the Contact Sheet.

6. Tutorial sessions should not be scheduled during tutor training or during the CESP 750E workshop sessions.

Matching Tutor and Student

1. The Tutor will be matched with students based on who is the best possible Tutor for each student. The Tutor shall be knowledgeable concerning the content and

progress of the tutored course; the Tutor shall also be cognizant of the student's learning style, study skill needs, and aspirations for the course.

2. A student who may personally know a Tutor and would like direct help through that Tutor should be referred to the Student Support Services office for enrollment. There are guidelines the Program must follow when considering Program participants. Non-Program students are not to be tutored with Program students.

Student-Tutor Contracts

1. The Tutor will inform the Assistant Director of any changes after the initial assignment is made or the Contract is signed. Changes to the contract should be documented on the Change of Tutoring Status form.

2. The Tutor will keep appointments with assigned students. If an emergency prevents the Tutor from keeping an appointment or delays the Tutor from arriving on time, the Tutor will call the student in advance or leave a message on the "Student Message Board." If the student cannot be reached by phone, the Tutor directly calls the Program Counselor, the Student Support Services office or the Assistant Director. Absences on the part of the Tutor will lead to appropriate action by the staff.

Time and Tutorial Sessions

1. The Tutor will complete a Weekly Contact Sheet for each tutored student. The Contact Sheets are essential for documenting the progress of the student and require a student signature for each completed session. Contact Sheets for the previous week are to be placed in the mail box of the Assistant Director before 5:00 each Friday. Contact hours in contact sheets will be used to determine the total number of hours tutored. These hours then will be transfer to timesheets that enable the Tutor to be paid for tutoring sessions.

2. A tutor is considered to be a Pre-Professional staff member. Therefore absences on the part of a Tutor, or being late for tutorial services is considered unprofessional. The above should occur only due to emergency or sudden illness.

Students Missed Session

1. The tutor will wait for the student for 15 minutes before counting a session as a missed appointment. If at the end of the 15 minute waiting period the student has not arrive, the Tutor will completed two Missed Appointment Slips in order to be compensated-one copy submitted to the Assistant Director and one copy given to the student. The Tutor will attempt to contact the student by phone to identify the reason for the miss and to make arrangements to reschedule the session. If a missed appointment is made up, the Tutor will make a note of the makeup session on the Contact Sheet. (Note: A missed tutoring session may be

made up within one week after the miss occurred). If student misses 3 sessions, tutoring will be suspended until the student expresses a willingness to commit to regular sessions. The Assistant Director will make every effort to assign additional students to the Tutor who loses a student due to missed sessions.

Tutors Missed Session

1. Tutors who miss sessions with students without giving prior notification (as agreed on the Tutor-Student Contract) may not be eligible for pay given for completing all paperwork, signing in daily, and attending tutor meetings. Only valid and credible reasons for a Tutor missing sessions will be considered. However, Tutors are strongly advised to attend all sessions. If a Tutor finds that a miss is unavoidable, it will be expected that the missed session is made up. To keep misses at a minimum, the following will be strictly enforced. After three total missed sessions, the Tutor will be placed on a probationary status and must write a statement of commitment to reinstate him/her.

Tutor Responsibilities for Daily Program Contact

1. The Tutor will check his/her mailbox, read the Tutor Message Board, and sign-in (either in person or by phone) between 8 a.m.-5 p.m. on weekdays during office hours.

2. The Tutor will be paid 45 minutes per week for completing the following responsibilities: completing Weekly Contact Sheets; reporting student progress to Counselors; checking the Tutor Sign-In sheet and Tutor mailbox each day and making calls to students. The Tutor will be paid for one hour for each tutor meeting attended. The Assistant Director will track these procedures to determine if these responsibilities are being completed.

Mid-Semester-Conferences

1. The Tutor will schedule and attend mid-semester conferences with each student being tutored. Conferences are held at the midpoint of the semester with the Counselor. This policy will be closely monitored by the staff.

Continuous Rehiring

1. Evaluation of Tutor performance is based on reliability, initiative, cooperation and seriousness of attitude. The Tutor is rehired on a yearly basis contingent upon continuous semester evaluation reviews. Student evaluations, Program Staff evaluations are considered during rehiring decisions. These evaluations will be also considered when Tutors request letters of recommendation to future prospective employers by the Director or Assistant Director.

2. A Tutor will provide a notice of at least two weeks if he/she chooses to terminate employment with Student Support Services. This is considered to be a courteous practice on the part of a Tutor.

Part 4

Scholarships For Students

Student Scholarships at Student Support Services

Boeing Scholarships

Jess Cornejo Scholarship

Dr. Christine Thelen Scholarship

Educational Opportunity Fund

Marian Hicks Scholarship

Philip and Gloria Farha Scholarship

Elenore Rudd Scholarship

Scholarships For Students

Student Scholarship at Student Support Services

Boeing Scholarship

- Scholarships are offered twice each grant year during the Fall and Spring semesters depending on availability of funds
- Scholarships are non-renewable
- Five to seven scholarships are awarded each application period
- Scholarships range from $100 to $250
- Applicants must meet the following criteria to apply:

  1. Be currently enrolled at Wichita State University
  2. Be a current participant in Student Support Services
  3. Have been a participant in Student Support Services for at least two semesters
  4. Achieved academic success
  5. Demonstrate financial need
  6. Have clear educational and career goals

- Recipients will submit a clear and concise essay
- Completed application must be submitted before consideration is given

Jess Cornejo Scholarship

- A scholarship will be awarded annually to a student enrolled at Wichita State University
- Selection of recipients will be made without regard to race, color, sex, religion or national origin
- Consideration will be given to high school performance, college potential as indicated by aptitude tests, and to leadership qualities
- Awards will be made with regard to financial need

- The Student Aid Committee of Wichita State University will administer the scholarship and make the award. Recommendations submitted by the Director of Student Support Services will be given priority in consideration

- The scholarship is not renewable, and shall go to a different student each year

- Applicants must meet the following criteria to apply:

    1. Be currently enrolled at Wichita State University
    2. Be a current participant in Student Support Services
    3. Have been a participant in Student Support Services for at least two semesters
    4. Have a sound academic record
    5. Have financial need

- Recipients will submit a high quality essay

- Recipients must complete an application and attach any documents to support his/her application

<u>Dr. Christine Thelen Scholarship</u>

- One scholarship is awarded each grant year during the Spring semester

- Application period is during the Fall semester

- The scholarship is non-renewable

- Applicants must meet the following criteria to apply:

    1. Be currently enrolled at Wichita State University
    2. Be a current participant in Student Support Services
    3. Have been a participant in Student Support Services for at least two semesters
    4. Have a sound academic record
    5. Have financial need

- Recipients will submit a high quality essay

- Recipients must complete an application and attach any documents to support his/her application

Educational Opportunity Fund

- The EOF is funded by the Student Government Association
- Scholarships are awarded annually
- The scholarships are non-renewable
- Applicants must meet the following criteria to apply:

    1. Be currently enrolled at Wichita State University
    2. Be a current participant in Student Support Services
    3. Achieve academic success
    4. Have financial need

- The Director of Student Support Services will administer the scholarship

The Marian Hicks Scholarship

- One scholarship is awarded each grant year during the Spring semester
- Application period is during the Fall semester
- The scholarship is non-renewable
- Applicants must meet the following criteria to apply:

    1. Be currently enrolled at Wichita State University
    2. Be a current participant in Student Support Services
    3. Have been a participant in Student Support Services for at least two

The Philip and Gloria Farha Scholarship

- One scholarship is awarded each grant year during the Spring semester
- Application period is during the Fall semester
- The scholarship is non-renewable

- Applicants must meet the following criteria to apply:

    1. Be currently enrolled at Wichita State University
    2. Be a current participant in Student Support Services
    3. Have been a participant in Student Support Services for at least two semesters
    4. Have a strong academic record
    5. Have financial need

- Recipients will submit a high quality essay

- Recipients must complete an application and attach any documents to support his/her application

The Elenore Rudd Scholarship

- One scholarship is awarded each grant year during the Spring semester

- Application period is during the Fall semester

- The scholarship is non-renewable

- Applicants must meet the following criteria to apply:

    1. Be currently enrolled at Wichita State University
    2. Be a current participant in Student Support Services
    3. Have been a participant in Student Support Services for at least two semesters
    4. Have a strong academic record
    5. Have financial need

- Recipients will submit a high quality essay

- Recipients must complete an application and attach any documents to support his/her application

Part 5

Educational Activities & Communication Component

Educational Enrichment Workshop Series

Study Skills Advocate

Textbook Library Loan Program

Typewriter and Computer Use

Program Newsletter

Cultural Spring Fling

SSS Workshop Series

Educational Activities & Communication Component

Educational Activities

Educational Activities

1. All Educational Activities will be planned to meet or exceed the goals set forth in the Student Support Services proposal.

2. Planning of all events will take place to ensure quality, timely service to students.

Study Skills Advocate

1. The Coordinator shall follow program hiring procedures to identify and recommend candidates for employment as Study Skills Advocate to the Director. Efforts will include communication with Learning Resources Center staff to identify potential candidates, recruitment from among Student Support Services participants, and advertisement through Career Services office. Applications will be collected, interviews completed with a committee of at least two Student Support Services staff members and a recommendation presented along with application materials to the Director.

2. The Study Skills Advocate will receive training through Tutor Training and Orientation with supplemental training and support to meet the specific concerns of the position.

3. The Study Skills Advocate will successfully complete the responsibilities outlined in the position description.

4. The Study Skills Advocate will complete a record of time with the Assistant Director on a monthly basis. Time will be recorded based on the Study Skills Advocate Activities Report and the Study Skill Development Contact Sheets.

5. The Coordinator will provide the Study Skills Advocate a list of Student Support Services students who have indicated interest in study skills development each week.

6. The Coordinator will report to the Director the activities of the Study Skills Advocate every two weeks.

7. The Coordinator will prepare a report identifying the activities of Study Skills Advocacy at the end of each year.

Textbook Library Loan Program

1. The Coordinator will administer appropriate databases to maintain the Book Usage Library, and monitor student use of Book Usage Program text books.

2. Information for the databases will be updated at least weekly.

3. The Coordinator will ensure the integrity and accuracy of all processes and procedures to maintain quality service and to ensure that library materials are accounted for at all times.
4. Students may check books out beginning with the period for requesting Program services each semester.

5. All books will be due on the last day of finals each semester.

6. Book Usage contracts will be recorded on the "Circulation" database then forwarded to the Statistician to record services received on the Current Students database. Contracts will then be placed in the students file.

7. When student files are destroyed for reasons the Coordinator will ensure the contract for overdue material (and for which students have been put on "hold" with the Controller) is maintained in a separate file.

8. The Coordinator will prepare a list of all persons with overdue books and forward it to the Controller's office at the end of each semester.

9. Students who return overdue books will receive a copy of the Release from Hold memo and a copy will be sent to the Controller's office via campus mail.

10. At the end of each year the Coordinator will produce a report on student use, archives the database, purge the database of all records except those that are overdue, and update the automatic entries for the new academic year.

11. Books which are no longer current texts will be maintained in the library as reference materials until ten years after their date of publication. At that point they will be disposed of in a proper manner.

Typewriter and Computer Use

1. Typewriters and computers will be available to students for use during office hours.

2. Students will record the date, time and purpose of their use of typewriters and computers.

3. At the end of each semester, the Coordinator will prepare Contact Sheets for each

student who used a typewriter or computer during the previous semester. These contact sheets will be signed by the Coordinator and the original sign-in sheets will be kept in the Educational Enrichment Activities folder for that grant year. The Contact sheets will be forwarded to the Statistician for documentation on the Current Students database then placed in the student's file.

4. Each year the Coordinator will produce a report on student activities and use of the typewriter and computers.

Newsletter

1. Program Counselor is editor of the Student Support Services Newsletter.

2. Published eight times each year (January/February combined, March, April, May/June combined, July/August combined, September, October, November/December combined).

3. Proof should be prepared and submitted to Director for approval prior to the last day of the month prior to publication date (e.g. September 30 for October issue).

4. News items will include but not be limited to information regarding academic advising, scholarship opportunities, program sponsored events, campus and community events of special interest to SSS students, lists of graduates each semester, list of scholarship winners, and lists of Student Support Services Honor Roll each semester.

5. Ensure that WSU Notice of Nondiscrimination appears on document.

6. Ensure (with Program Secretary) availability of mailing labels (sufficient number to received bulk mailing rates).

7. Ensure that document meets U.S. Postal code for bulk mailings (use Letter-size Mail Dimensional Standards Template Notice 3A).

Cultural Enrichment Activities

Cultural Enrichment Activities

1. Program Counselor is to be responsible for all Cultural Enrichment Activities as called for by the program proposal.
2. Program Counselor may choose to appoint a Student Advisory Board consisting primarily of current SSS participants.
3. All expenses to be incurred by Cultural Enrichment Activities must be approved in advance by the Program Director.

Cultural Spring Fling

1. The Spring Fling is a campus-wide event originally sponsored by Student Support Services. This event now involves collaboration between Student Support Services and several campus departments and student organizations.

2. Collaboration will be such that the event will have multiple co-sponsors.

3. Efforts will be made to include as broad a segment of the WSU community as possible pooling the fund of resources available on campus.

4. Campus resource offices such as CAC Reservations (for facilities arrangements), Student Activities Council (for PA equipment and other support), ICAA (for chairs), Warehouse (for tables and transportation), Landscaping (for trash containers), and Physical Plant electricians (for electrical support) should be used for all arrangements. However, all budget expenditures must be avoided or approved beforehand by the Director of Student Support Services.

5. Efforts should be made to include as many Student Support Services students as possible in the planning and implementation process for the Spring Fling.

Computer Equipment

General Usage

Computers and printers should be used for administrative, counseling, research, word processing, data base management and Student Support Services work only.

1. No eating or drinking around the computers, external hard drives or printers.

2. Keep a backup of all your work. Even if you have your data stored on one floppy disk, keep an extra. To prevent demagnetizing of your floppy disk, keep them away from monitors, telephones or anything with an electric motor, such as an electric pencil sharpener.

3. Anti-viral software is available and should be installed. Designate a day and time to run the virus check on a weekly basis. Do not use disks from outside the office without running a virus check first.

4. Screensavers prevent the display on your unattended computer from being burned into the screen. Please insure a screensaver is installed on your computer and set for an appropriate fade time.

5. Do not install any software that is not owned by Student Support Services.

Maintenance and Care

Keep computer equipment free from dust, dirt, grime and fingerprints by following the housekeeping instruction below;

1. Monitor and Anti-glare screens - Turn off your monitor before cleaning. Use a clean, non-abrasive, soft cloth that has been only slightly dampened with water or a non detergent cleaning solution. Commercial lint-free, anti-static towelettes are recommended. Do not use spray liquids or a soaking-wet cloth on the monitor screen or case. Dry off monitor before turning power on.

2. Computer (CPU) - Use a damp cloth to wipe dust from around the exterior. Vacuum vents. Clean internal floppy drives at least once a year, using a commercial wet head-cleaning kit.

3. Keyboards - Turn upside down so that particles of dirt and dust collected inside fall out. If possible vacuum weekly. Wipe with a damp cloth when power is off or keyboard is disconnected from the computer. For deeper cleaning, use a foam tipped wand moistened with solvent.

4. Mouse and mouse pads - Keep mouse pads free from dust, paper articles, ink smudges and dirt. Clean with a damp cloth. Use an oil-free commercial cleaner if necessary to remove marks. Clean the exterior of the mouse with a damp cloth. Remove the ring at the bottom but turning in a counter-clockwise direction. Allow the roller ball to drop out into your hand. Remove any dust balls that may have accumulated inside the case. Clean the three little rollers inside the mouse with a Q-tip dipped in alcohol or use a mouse cleaning kit. Before replacing, wipe the roller ball with a damp cloth. Replace the roller ball retaining ring.

5. Printers - Wipe exterior surface with a damp cloth when the power is turned off. Interior may be vacuumed if needed. Do not disassemble.

BEST COPY AVAILABLE

6. You may wish to optimize your floppy and hard disks. This makes your disks more logically organized and decreases the time it takes to access information on your disks. Using a utility program, like Norton Utilities, will enable you to do this. Norton Utilities also has a recovery utility in case you erase files that you did not intend to erase.

Security

Our Computers contain important information about the services our students need and the services we have provided. It is very important that we protect this information, for two reasons: (1) The confidential; nature of our information (2) to the U.S. Department of Education and Wichita State University. For these reasons, the following security precautions should be observed;

1. Original software will be kept in a locked cabinet. If you need to install software on your computer, you must first make back-up disks and work only off these disks when installing.

2. Back-up software disks and back-up data disks should be stored in a safe place. Preferably away from the original disks.

3. Each computer should be secured to discourage theft. Either by locking your office door or by a locking cable system that prevents the hardware from being moved away from your desk without a key to the attached lock.

A list of all computer equipment, serial numbers and UCATS will be provided to the University Police Department for their dispatcher to access this information in case of a theft.

Part 6

Tracking and Evaluation Component

Database Files

Transcript Analysis

Evaluations

Monthly Reports

USDE Performance Report

Computer Equipment

Tracking & Evaluation Component
Database Files

Main Student

The Main Student database is used for tracking all students enrolled in the Program; includes demographic information and academic information for ten years following their initial enrollment.

1. Throughout the grant year, when a student enrolls in the Program, information from the enrollment card and other sources in the student folder is input on page one of the computer record for each student. If the student is re-enrolling, the information is updated. Students are divided into 3 categories for Current Status: Current Participant [in the Current Students file also], Prior Participants (within the last five years) [in the Past Participants file also], and Prior Participants [outside the past five years].

2. Graduation information from transcripts received in January, May, and August is put on the Main Student File first and transferred to the Current Students and Prior Participants file by tabbing to the SSN field on those files and doing a relookup.

3. Academic information from the Current Students and Prior Participants files are transferred back to the Main Student File at the end of the grant year by tabbing to the SSN field in the Main Student File and doing a relookup. This information then needs to be input into the correct year on the 10-year table and deleted off the Current and Prior Participants' lines. This is done in August after all grades and graduates have been posted from transcripts received from the Registrar.

4. Information is updated and maintained on this record for ten years from when the student entered the Program to show Program participation and academic progress. Statistics on ethnicity, gender, eligibility, graduation, and other areas can be generated from this file.

Current Students

The Current Student database is used for tracking student currently participating in the program during this grant year; includes information on financial aid, services requested and received, counselor contacts and academic progress.

1. Throughout the year, information is transferred from the Main Student File into the Current Students file on any student who is actively participating in the Program for the current grant year. This is done by typing in the SSN and hitting Tab. When initially setting up the record, input the beginning information from the transcript - class, GPA, status.

2. Financial Aid Information - At the end of the grant year, request report U2AID245 from the Computing Center. Input the information on kind and amount of financial aid received and financial need.

3. Services and Contacts - Input the information on services requested by using the On-going Plan for Support Services form kept by each Program Counselor to X in each service the student requested. Update the services received throughout the grant year by keeping running counts of contacts, counseling times, and areas of counseling. Update the number of contacts and counseling time from the Counselor Contact slips (SS, PC, FA, AC, CC, GS). Count Book Usage Contracts, Practice English Exit Exam and Algebra Review Sessions Contact Sheets, and Computer/Typewriter Use Contact Sheets as Educational and Cultural Enrichment Activities (EC). X in TU if the student receives tutoring in any semester - fall, spring, or summer. X in each month the student has come for a conference with the Counselor and write in the day. X in workshops documented by Academic Skill Development Verification Forms. Generate a list of tutored students and their amount of tutoring from the Tutored Students file and input the amount for each semester they received tutoring. At the very end of the grant year, write the summary of services received (ex. SS, PC, AC, TU) in the last line in order to transfer back to the Main Student File.

4. Transcript - At the end of each semester after receiving transcripts, input information on class, GPA, and status. At the end of the grant year, put the last class, GPA, and status in Ending and put in semesters enrolled at school (ex. FL, SP, SU) - these are transferred back to the Main Student File.

5. Data is used to prepare performance reports and an end of year report is compiled on the 250 students served, the services received, and their impact on academic performance. Use the Menu to create the needed reports.

Student Contact

This database is for tracking specific contacts with students. It is used to provide a breakdown of counseling activities and to follow particular issues and informatin that is given to students. This information is updated after every student contact.

Prior Participants

This database is for tracking students who received services within the past five years, but are not currently enrolled in the program; includes information on academic progress and date of last contact.

1. To begin the grant year, change the year in the grant year field to the current year and transfer all current students to the Prior Participants file by inputting the

SSN and tabbing; the information is transferred from the Main Student File. If the student does re-enroll in the program, delete his/her record from Prior Participants when a new record is created in Current Students.

2. Record information on grades when transcripts are received at the end of each semester. On students not enrolled, update the last semester at WSU and their last known status.

3. Data is used to prepare performance reports and an end of year report is compiled on their final standing.

Alumni/Graduates

The Alumni/Graduate database is for tracking alumni of the program who continue to be in contact with the program; includes degrees received and employment information.

1. Input the SSN for students who graduate and/or students who keep in contact with the program and information will be transferred from the Main Student File.

2. Input new information regarding address, job or occupation and any other notes.

Transcript Analysis

1. During the last week of the semester, write to the Registrar requesting the transcripts for all Student Support Services students and graduates for that semester.

2. When the transcripts come from the Registrar, sort them into piles: Current Students, Prior Participants, and others.

3. The information from transcripts for the students who are Current Students is input on the computer on the Transcript Information layout - class, GPA, and status for the semester. If the student is placed on probation or academically dismissed, write the semester in the appropriate field. If the student's semester GPA is above 3.0, write the semester in the Student Support Services Honor Roll field and write down the semester if the student receives Academic Commendation or Dean's Honor Roll.
   Update the Last Status field, if necessary. If the student is on probation, make sure it says "Not in good academic standing". If the students was dismissed, make sure it says "Dismissed for academic reasons". If the student graduated, make sure it says "Graduated from the institution". If the student is in graduate school, make sure it says "Enrolled in graduate program at the same institution". If the student withdrew and there is no Withdrawal form completed by a Program Counselor, make sure it says "Unknown". (If a student is enrolled one semester and does not return the following semester, and there is no Withdrawal form, make sure it says "Unknown".)
   If the student received tutoring, highlight the tutored course on the tran script and identify the student's tutor. Put the information about the grades received in the tutored course on the Tutored Students file. This information is used to generate reports on the courses tutored and the grades received in tutored courses. File the transcripts in the student's folder.

4. Notify the other 2 Program Counselors when this is finished so that they can contact probationary and dismissed students and so that a list of students receiving honors Student Support Services Honor Roll, Academic Commendation, and Dean's Honor Roll, can be generated for the program newsletter.

5. The information from transcripts for the students who are Prior Participants is input on the computer - class, GPA, and status for the semester. Adjust the status like described in #3 above. File the transcript in the student's folder.

6. For those students not in the Current Students or Prior Participants, deter mine if there is a record on the Main Student File (yes, if they were in the

program since 1985-1986). If so, record the information directly on to the record and see if the folder is available (possibly in the Graduates filing cabinet) or if it has been destroyed. If there is a student folder, file the transcript in it. If there is not, file in the "Past Five Year Listings (Files Destroyed)" red notebook.

7. If there is not a record on the Main Student File, look on the Alumni Bank/Graduates file for a record if the student has some type of past degree. There are records on this file from students before 1985-1986 who graduated who we have files for in the Graduates cabinet. File the tran script in the student's folder.

8. The final place to look for students is in the "Past Five Year Listings (Files Destroyed)" notebook. Determine if the student was ever in the program by looking for their name on the lists of files destroyed. If their name is there, file the transcript in the folder with the transcripts from #5.

9. There may be some students who have somehow been coded "yes" and who we receive transcripts for but who were never in Student Support Services. Put these transcripts in the "Untrackables" folder in the desk drawer. When the Student Support Services listing at the beginning of the semester comes, these students need to be lined out.

<u>Enrolled Students - Current and Prior</u>

1. About the second or third week of the semester, a listing of Student Support Services students will come who are enrolled for that semester. Locate those students on the Current Students and Prior Participants files, and input the semester (FL or SP or SU) in the appropriate space. This will help identify students on the computer who are enrolled in a certain semester. If the student is not in one of those two files, but is on the Main Student File, put the semester in there.

2. Identify any students who are in the untrackable folder and line them out along with any other students not in the program.

3. Send this back with a list of new students in the program. These students can be identified on the Current Students file by finding students enrolled after a certain date.

4. A few weeks before mid-semester, send a note to the Registrar requesting Mid-term Grade Reports. With this, send a list of new students enrolled in the program after a certain date. When these reports come, separate them by Program Counselor.

5. At the end of the semester, send another list of newly enrolled students after a certain date along with the request for transcripts.

Graduates

1. A set of transcripts will be received after the end of the semester for students who graduated. (Keep requesting this until it is received.) When it is received, locate these students' folders. Stick a red dot on the folder if the student received an associate degree and a blue dot on the folder if the student received a bachelor's degree. Make a notation on the Plan of Support Services (Step or Phase IV) that "the student completed _____ degree on _____ date".

2. Input the information on degree major and date on the Main Student File. Then do a relookup on the student files in Current Students and Prior Participants in order to transfer this information. Add a record to the Alumni Bank/Graduate file.

3. File the folder among the basement Graduates folders by the student's last year of participation in the program.

Program Activities Record keeping

1. If the student participates in a study skill activity at the Reading and Study Skills Center and returns the documentation, input this on the computer at the bottom of the Services Received - Student layout. File in the student's folder.

2. If the student participates in an Student Support Services educational and cultural enrichment and this has been documented on a contact sheet, input this information on the computer by putting an X in front of the activity as it is listed on the middle right-hand side of the Services Received - Student layout. The activities include Study Skills Assistance, Computer/Typewriter Use, Book Usage Program, Study Groups, and Cultural Activities. In the EC field above, put a count of the different number of activities from the list that the student participated in. File all contact sheets in the student's folder.

3. If the student participated in tutoring services, at the end of the semester, record the number of hours tutored from the Tutored students file. This goes onto the services received section of the current students database by semester and a final total is given at the end of the grant year.

Evaluations

Evaluation of Program Services

1. Program Evaluation Forms are distributed during mid-semester conferences to all students receiving tutoring; forms are also made available in the office for other program students who are not receiving tutoring.

2. At the end of the Fall and Spring semester a report is prepared from all completed evaluations and includes the counts and comments.

3. The report is circulated to all staff members and included in the Program Overview report.

Tutor Perception Survey

1. Tutors are given this survey in the spring and a report is generated from all the returned surveys.

2. This report is circulated to all staff members and used in planning.

Monthly Reports

Eligibility Criteria Breakdown, Ethnicity Breakdown, Gender Breakdown

These three reports contain information which corresponds to the Performance Report sent by the Department of Education and enable the Director and Coordinators of the three components to monitor progress in providing services to students.

The first report provides a breakdown of the students by eligibility category: first generation college student, low-income, individual with disability, or combination. The second report provides a breakdown of the students by ethnic group, and the third report provides a breakdown of the students by gender.

In order to prepare these reports, the records on the Current Students file are sorted by category for each report and each report is printed. One copy of each report is stored in the Director's office, and a second copy is circulated to all staff members and then filed in the goal folders kept for the grant year. These special folders provide evidence to document that the program is reaching its measurable goals.

1. Sort the records on the Current Students computer file by the category and print a report.

2. Copy the report: one copy is put in the notebook in the Director's office, the second copy is circulated to all staff members and then filed in the goal notebook kept for the grant year.

Services Received

This report lists the names of the students served and provides information on the type and number of services they have received through the program.

In order to prepare this report, the records on the Current Students files are sorted alphabetically and a report is printed that shows the number and types of counseling contacts for each student: study skill assistance, personal counseling, financial aid information, academic counseling, career guidance, and graduate school counseling. The report also shows which students have participated in educational and cultural enrichment activities and tutoring.

One copy of the report is stored in the Director's office, and a second copy is circulated to all staff members and then filed in the goal notebook maintained to track program goal achievement for the grant year.

1. Sort the records on the Current Students computer file alphabetically and print a report using the services received format.

2. Copy the report: one copy is put in the notebook in the Director's office, the second copy is circulated to all staff members and then filed in the goal notebook kept for the grant year.

USDE Performance Report

To be completed in September for prior grant year, the procedures are as follows:

1. Make a copy of the original report that is sent by the USDE.
2. Complete Sections I (one) through IV (four) of the copy in pencil by generating statistics from the Current Students and Prior Participants computer files.
3. Give to the Assistant Director and Director to check.
4. Have the Program Secretary type the information on the original.
5. Using records and statistics from the Current Students and Prior Participants, generate data for the completion of Section V (five) in ascii format.
6. After completed, include a copy (paper and floppy disc) along with the statistics in the Performance Reports notebook.

Section I (Project Identification, Certification and Warning)
The secretary completes this.

Section II (Demographic Profile of Project Participants)
The data for this section is taken from the Current Student Database.

Section III (Project Services and Activities)
The data for this section is taken from the Current Student Database.

Section IV Project Performance Outcomes
Voluntary (usually not necessary)

Section V Participant list
This section includes data for all program students (current and prior) who are enrolled at the university. It serves to track the progress of all participants and must be submitted in ASCII format (on floppy disc as well as paper).